

PHYSICAL TRAINING

A GUIDE FOR TEACHERS

BY
F. H. BOWEN



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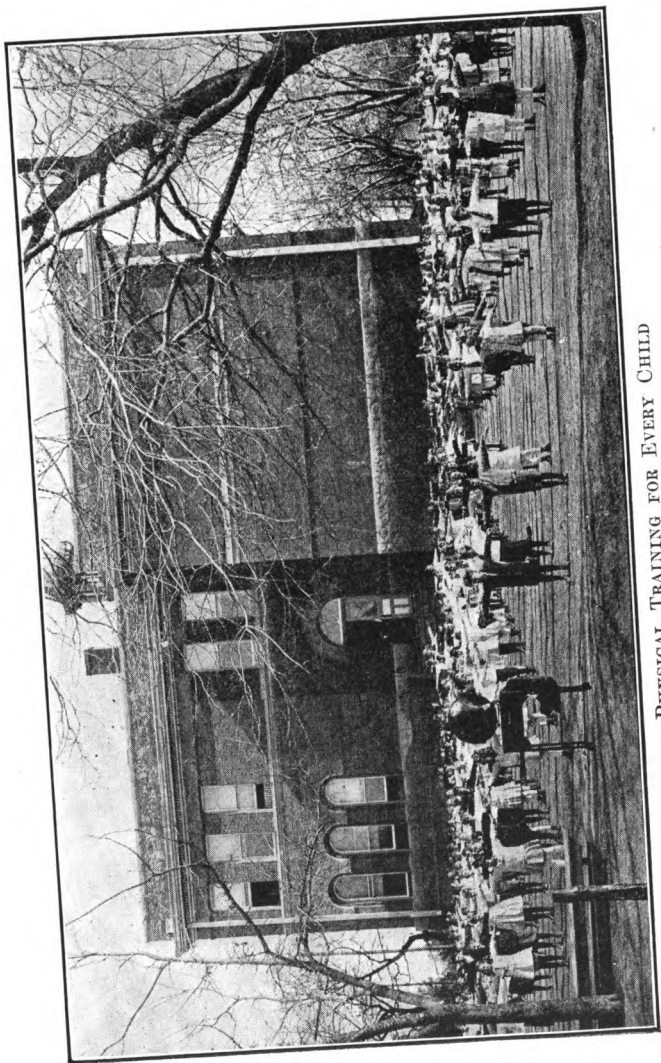
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PHYSICAL TRAINING FOR EVERY CHILD

PHYSICAL TRAINING

A GUIDE FOR TEACHERS

BY

F. R. SOWERS



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PREFACE

The purpose of this book, primarily, is to guide the teacher who does not have a supervisor to help her with the various problems that arise in connection with physical training. For the teacher who is planning to teach under a supervisor, the suggestions in this guide will enable her to start her work more efficiently and confidently.

There are four sets of exercises, which are sufficient if properly executed. The exercises are not repeated, so that considerable variety of exercises and combinations are given. The resourceful teacher can make other combinations, thus increasing the number available for her class. It is not the purpose, therefore, to give an exhaustive series of exercises and devices, but rather to guide the teacher so that she may add her own ideas to the material given here.

The suggestions given for solving the various problems that harass the teacher, and for organizing the class for work and play, have all been used successfully. Some of them have come from other teachers, and I am passing them on to you.

F. R. SOWERS.

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PHYSICAL TRAINING

PLAN BOOKS

All of your physical training activity should be carefully planned beforehand. This saves time and gives you a definite check on your progress.

Before Monday of each week you should put in a plan book your program for the coming week. State definitely what you will do each day of the week. In addition to the lesson, you must plan for reviews in marching and facing, new movements, new games, and whether group work or class work, etc., is to be followed. Plan every detail, and, if at the end of the week you have not covered the ground as planned, you have either planned too much, wasted time, or the class has not done its share. Of course your work may have been interrupted by rain, etc., in which case you must adjust the work for that week to existing conditions and plan for the next week to carry on the work omitted.

At first thought, the plan book will seem an extra burden, but after using it you will find that you are more definite in your planning and that your term's work will be more easily completed. Plan books prevent the omission of details. They are as important as railroad schedules.

COMMANDS**How to Give Commands**

Practically all commands are divided into two parts: First, the "preparatory" or explanatory, command, which indicates what is to be done; Second, the command of execution, which indicates when to do it. Tell small children that the first part tells what to do; the second part says "do it." There should be a distinct pause between the first and second parts to allow the pupils to understand clearly what is to be done when the second part is given. The command *attention!* should be spaced thus: *at-ten-tion!* with the accent on the last syllable.

The tone of the command is more important than the volume. It should be animated, distinct, and loud enough to be clearly understood by everyone.

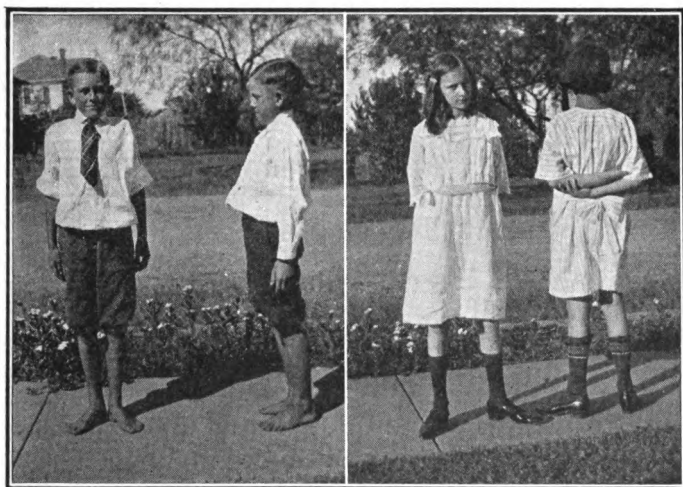
Understand thoroughly what you are going to do; this will give you confidence. Your confidence and your voice should make the class respond with willingness, snap, and precision.

Many exercises are started from a certain position called the "starting position." This position should be given before naming the exercise.

In naming the exercise to be done, do so in as few words as possible; do not use a lot of unnecessary words. For example, do not say, "Now, children, let us do the exercise with the arms extended forward, then sideward, then forward and then back to their original position, doing it in four counts." The following command is sufficient: "Arms forward, sideward, forward and down, in four counts."

This may be considered the preparatory command; the command of execution is the word *ready*. Begin counting immediately after the word *ready*.

The command *class, halt!* should be given on the last two counts. Example: *Hands on hips, place! Arms sideward! circle overhead! sideward! and to hips in four counts—ready! one! two! three! four!—One! two! class, halt!*



ATTENTION!

AT EASE!

Fundamental Commands

There are certain positions and movements that are fundamental. They should be taught the first thing and practiced daily. Some allowance must always be made in the primary grades, as it will take longer to teach them all of these commands. In any grade, do not use all the period for this, but give some exercises also. You can hardly over-

estimate the importance of the commands. Good class organization and discipline, alertness, precision, uniformity, and good appearance will result if you emphasize their proper execution.

Attention! Stand erect, not rigid, head held up, looking straight to the front, hands at side, chest up, weight slightly forward on balls of feet, heels together, toes pointed out.

At ease! Move left foot to side about twelve inches, arms folded behind back, weight evenly on both feet. No talking.

Attention! (While children are seated.) Sit erect, feet flat on floor, arms folded across chest, face straight to front. This position would be used always before giving command *rise*; to show respect to a visitor; to get children's special attention to a talk, etc.

At ease! (While children are seated.) Children may sit in any position that is comfortable for them, so long as their posture is not slovenly or otherwise objectionable. This position would be used throughout most of the day. In other words, children should always sit at ease until called to *attention*. Every class has its number of children who sit round-shouldered, or who annoy others around them. Removing their privilege of sitting at ease during certain periods soon remedies this.

While class is *at ease*, either standing or seated, no command can be obeyed. Always have class at *attention* before giving any command.

Rise! This and the command *seats* are exceptions in that there is only one part to each command. However,

the class is always prepared for them and so the preparatory part is not needed.

Teach this in three counts; then omit the count when class is familiar with the movements.

Count *one!* Turn to right, hands on knees.

Count *two!* Rise, still facing right.

Count *three!* Face front of room, standing at attention.

In some rooms, the class will turn to left because arrangement of seats prevents all getting out on right.

Seats! Reverse of *rise*. Children remain at *attention* until given *at ease*.

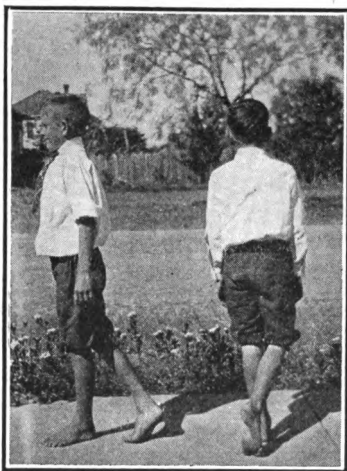
Right-face! The actual foot work is not essential in primary grades; however, they should turn promptly. In another part of this book under "Special Devices" you will find suggestions for teaching children right and left. Teach this in two counts.

Count *one!* Turn to right, weight on right heel, pushing with left toe.

Count *two!* Bring left foot forward to right.

Left-face! Count *one!* Turn to left, weight on left heel, pushing with the right toe.

Count *two!* Bring right foot forward to left foot.



ABOUT FACE!

About-face! Count *one*. Place right toe about six inches to the rear and four inches to the left of the left heel (The distance will vary some with small children).

Count *two!* Turning to right, face opposite direction, weight on left heel and right toe. This movement should bring heels together in proper position. (The common error is to turn on both toes.)

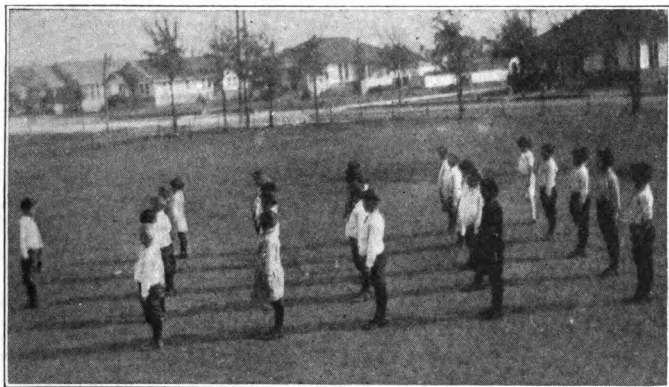


COUNTING OFF BY FIVES

Count off by fives (or other number), *march!* With class in a single line, marching or halted, teacher gives this command to get class in formation for regular exercises.

First pupil calls out *one!* and marches to left. Second pupils calls out *two!* and follows *one*. Each pupil calls number in turn and marches as those in front until five have done this. Next pupil calls *one!* again and leads a

new line at right of first five. Continue until all are placed. When the fifth pupil has counted, the first five halt and hold arms sideward. Others continue marching holding out arms to measure distance from row at their left. The proper distance is gained when tips of fingers just barely touch. The number to be used in counting off is



"CLASS—ATTENTION"

determined by the number in the class. Count off by the number that is the square root of the number in the class, or as nearly so as possible. For example, with a class of 27, count off by 5's; or a class of 33, count off by 6's, etc.

When the class is in this position, give *right- or left-face!* then give the following command: *Take distance from the right (or left)—march!* All hold arms sideward as above and move to allow full distance between rows, with the right hand row standing still (or left row if the command has been from the left). Class is now in square formation,

ready for lesson. Teacher should not have class facing the sun, nor a strong wind; also it will be best to have the larger pupils at the rear of the class. This last can easily be done if the class is arranged by sizes while in the single line.

Close ranks-march! Pupils move to right and forward until all have correct marching distance. The first one in the right hand line stands still.

When exercises must be taken in the room, the teacher will have to plan according to the amount of space available. However, to avoid confusion and waste of time, a definite plan should be followed. Take time once, to assign a place to each pupil, arranging them to face windows. Then, when ready for exercises, give commands *rise!* and *take place for exercises!* Children should move promptly and quietly. Then, with class facing side of room, give them command, *take distance from right (or left)—march!* If arranged properly, class will be spread out over room with enough distance for exercises.

If the class is too large, give exercises to half the class while the other half sits and watches. Asking those seated for criticisms, or having two sections compete adds interest.

Always have windows open as much as possible during exercise. Omit exercises that are not practical for indoors because of seats, etc., and substitute others for them.

MARCHING

Marching, in itself, is good exercise, though not a substitute for the regular exercise. Through marching, the children can be taught correct posture in walking. But,

in addition to its value as exercise, it will add much to the efficiency of the class or school organization.

Children trained in the rudiments of marching can be moved from one place to another by a simple command; can be passed in and out of the building at recess, or for fire drill, without confusion or waste of time.

Marching teaches co-operation and system; it adds interest to school work; it takes care of much of the discipline. Teachers will do well, therefore, to give some time to this phase of the work. Insist upon correct marching every time a group of children passes from one place to another.

The following commands are sufficient for all practical purposes and are simple enough for all children. Let there be a distinct pause between first and second parts of commands.

Forward-march! All step off with the left foot, keeping the proper distance and a straight line. March with heads up, etc., as at attention, but not in a stiff manner.

Class-halt! (Halt should be given as one foot strikes ground.) Take one step after command *halt* and bring other foot even with it: e. g., if halt is given as right foot strikes ground, step with left foot and bring right up to it. For practice, the teacher may add the count thus: *Class-halt! one! two!*

Close-up! (A command of one part only, given when pupils do not have correct distance.) Move forward or backward as necessary until an arm's distance from pupil in front. Pupils may use arms to measure this distance until they are able to measure it correctly with their eyes.

Column right-march! Leader turns to right; other pupils make square turn as they reach same point. If class is marching in a wider formation than single file, for example in fours, each line of fours should keep their line straight at the turn. The pupil at the right end of the line of fours, called the pivot, should turn and march with short steps until the others in his line have made the turn. He should not stand at the turning point and wait for the others in his line, as he will retard those behind him.

Column left-march! Same as *column right*, only to the left.

Guide-right! (A command, given when pupils do not have proper distance or alignment with those beside them.) Look to right and correct distance and alignment with pupil at right end of line.

Guide-left! Same as above, only to left.

Half step-march! (Given when teacher wishes to retard class without halting.) March with very short steps; about six inches.

By twos-march! (When class is in single line.) First pupil marches half step, second steps to left of first one, third marches at half step when he has correct distance from first, fourth steps up with third, etc. When all are in twos, give command—*forward-march!* to get pupils out of half step.

By fours-march! (When class is in single line.) First pupil takes half step, second moves to left of first, third marches up to correct distance behind first, then to left of second, fourth moves up to correct distance behind

first, then to left of third, fifth moves up to correct distance behind first, sixth moves up next to fifth, etc. No one should get out of line until his time to go into the four, and no one should move over until within arms distance of his number one. Give *forward-march!* when all are in fours.

By sixes, eights, etc., are done in the same manner.

By fours-march! (When in twos.) First two take half step, next two go to the left, next two take half step when at correct distance, etc. This is similar to *by twos*, only the pupils are in pairs as they move to new position. Give *forward-march!* when all are in fours.

Single file-march! (When in twos.) At command *march!* all but first two take half step. Pupil at left moves over behind first pupil, third pupil steps out full step, pupil to his left moving over, etc. This is just reverse of *by twos* from single file.

Single file-march! (From fours.) Same as above command, just reverse of *by fours* from single file.

By twos-march! (From fours.) Reverse of *by fours* from twos.

When going from any formation to a wider one, leaders take half step at command *march!* Others take it when they get into new formation. When going from any formation to a narrower one, all take half step except leaders, and take full step as they get into new formation.

Pupils may march in any number. Odd numbers are not used as often, but may be formed in the same manner. Many teachers will prefer this method for getting class into formation for exercise. Instead of halting and

counting off, you may give command by *sizes-march!* and save the time of counting off.

The primary grades will not need to go beyond marching by twos. They can do it, but generally it will require more drill than should be given to it.

Keeping step is essential. Although primary children need not be required to keep step, many classes will do it fairly well. If possible, pupils should practice frequently marching with music. When not using music, it will help to count the step *one! two! three! four! one! two!* etc., the odd numbers as the left foot strikes the ground. Children should be encouraged to keep step without the count, but the count must be used as much as necessary. Two problems of marching, keeping the step and distance will be solved if pupils will be taught all to step off with left foot at command *march!* The common error is for those in the rear to wait until the pupils in front have started. Pupils should be taught to close up while marching, without command and to change step if out of step.

STARTING POSITIONS

The following commands are for positions from which many exercises are started. They should be taken up as needed, and reviewed frequently.

Hands on hips-place! Thumb to rear, fingers together and extended, the curve of the thumb and first finger fitting over the hip bone, elbows drawn partly back.

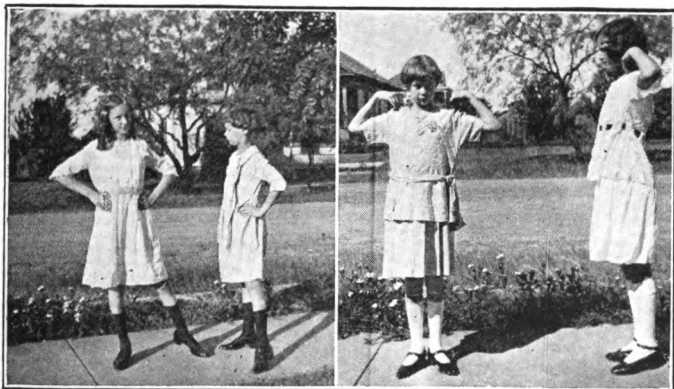
Hands on shoulders-place! Finger tips on shoulders, elbows level with shoulders, upper arms in straight line parallel with ground.

Hands on heads-place! Finger tips touching on top of head, elbows in straight line with shoulders.

Hands on knees-place! Hands on knees, legs straight, back straight, heads up.

Hands on neck-place! Clasp finger tips together back of neck, elbows back.

Hands clasped over head-place! Arms stretched over head, hands clasped, inside of arms against ears.



POINT STEP SIDEWARD—LEFT! HANDS ON SHOULDERS—PLACE!

Hands clasped forward-place! Arms raised forward parallel with ground, hands clasped.

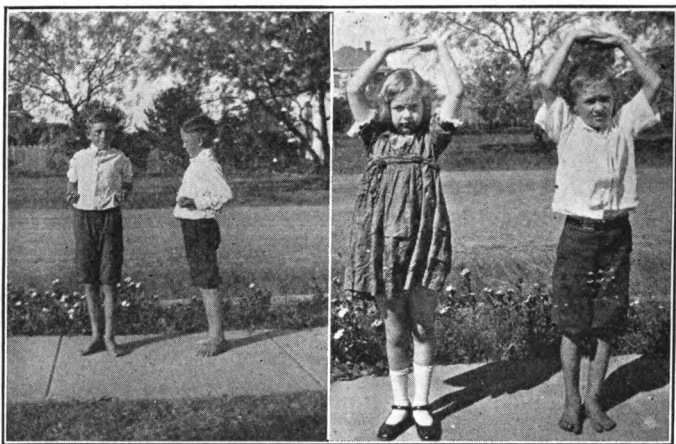
Hands-down! Return from any of the above positions of attention.

Arms forward-place! Arms raised to front, parallel with each other and with the ground, palms down, and fingers extended and together.

Arms upward-place! Arms raised straight over head, parallel, palms facing, fingers extended and together.

Arms sideward-place! Arms raised sideward, palms down, fingers extended and together, hands level with shoulders.

Arms to thrust-place! With hands tightly closed, raise arms, keeping wrists close to body, fore arms parallel with each other and with the ground, elbows forced back, knuckles turned down.



ARMS TO THRUST—PLACE! ARMS CIRCLE OVER HEAD—PLACE!

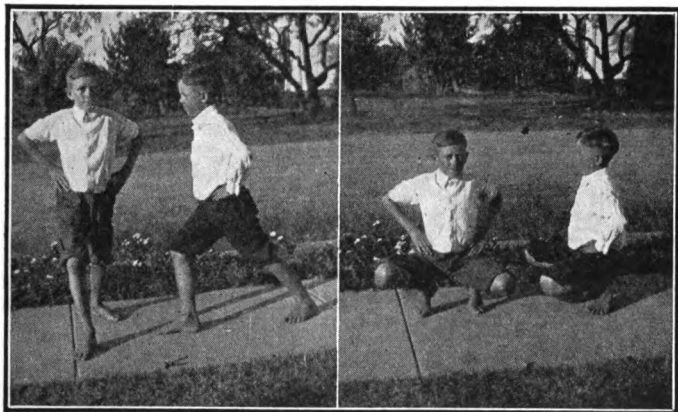
Arms circle overhead-place! Raise arms sideward, bringing hands over head, right hand on top of left, and held high enough above head to form circle with arms.

Arms-down! Return to position of *attention*.

Feet apart-spring! Spring feet from twelve to twenty inches apart, depending on size of pupils, alighting on the toes.

Feet together-spring! Spring to position of *attention*.

All these commands should be executed in a flash. They furnish excellent wake-up exercises and drills for response. A short drill on these commands just before a regular lesson will bring forth better attention and snap.



CHARGING FORWARD—PLACE!

FULL KNEE BENDING!

SPECIAL DEVICES

In every school there are pupils and classes with faults which the teacher recognizes, but does not know how to remedy. The following devices are suggested to help solve this condition.

Faulty Posture. Corrective exercises should be given to fit each case. Some of these should be given to the individual separately, and he should be urged to practice these at home. Some are good for the whole class.

1. Head held low. Neck exercise. Press head backward and relax slowly. Practice holding head erect at all times.

2. Round shoulders and flat chest. *Arms to thrust.* Raise forearms up till they are under arm pits and return to thrust position. Repeat this several times. Keep chest up. Another good one is to hold arms sideward, palms up, and roll shoulders in a circle keeping chest up.

3. One shoulder higher than other. Take weight in hand on side of the low shoulder and shrug shoulder, lifting the weight upward.

4. Stooped shoulders. *Hands on shoulders.* Move elbows to front until they touch and back, keeping chest up.

5. Abdomen protruding. Body bending exercises. Also practice standing with chest and stomach raised upward, weight on balls of feet.

6. Hollow back. With one knee raised, do trunk bending forward. Another good exercise is as follows, done in four counts.

1. Place hands on ground between toes.

2. Thrust legs backward, supporting the weight on the hands and toes, body straight.

3. Return to position of counting *one!*

4. Stand at *attention!*

7. Weak insteps and ankles. *Hands on hips.* Rise on toes and lower body slowly. Keep elbows back and chest up.

Slow or Inattentive Pupils

Select one of these pupils, without explaining to him why you do so, have him stand at front of class, with back to class. Tell him confidentially that all the class will use him as a model and that he should be careful to make no mistake nor to be too slow. Give the next exercise

without doing it yourself. The pupil will concentrate on the exercise and do it better than usual. When he returns to his place he will continue to do better. This sounds too simple to be true but after two or three times, you will note an improvement. Of course, this device is not a cure for the feeble minded, although it will often help them. Many children are inattentive but not dull. Sometimes pupils who are indifferent or who like to spoil the work just for fun will be cured by asking them to give an exercise.

Lack of Interest or Attention in Class

The teacher's personality and interest in the work is reflected considerably in the class response. But in spite of a teacher's interest and effort, some classes seem disinterested. Try these:

1. Talk over the work with the class. Ask them to suggest good exercises for different parts of the body; let them demonstrate with class; ask them why we should breathe through the nose, why hold chest up, etc.; why exercise out doors. Children will respond to these questions and will carry on the discussion with interest.

2. Have contests between boys and girls, or between classes, or between any groups. Mark them on points you wish to emphasize.

3. Use game incentive. Let them use time for games after regular exercises are done to your satisfaction. If they waste time in exercises, they miss the game. Or, plan with them the week's work. On Friday, if the class had worked well during week, spend most of period in

games. With primary children, most any drill, if called a game, will hold their interest.

4. "Simon Says." This game is excellent to develop interest and concentration. It is played as follows: The class obeys only those commands prefaced by the statement "*Simon Says.*" You should give commands occasionally without first saying "*Simon Says.*" Any pupil obeying such a command, or who obeys incorrectly a proper command, must drop out of class and stand at attention in a line at one side. Any sort of commands may be given, whether for starting positions, exercises, or marching, although the first are more practicable. Example: "*Simon says, 'hands on hips-place!'*" "*Simon says, 'hands on shoulders-place!'*" *Hands on heads-place!* If any pupil obeys or starts to obey this last command, he must drop out. To terminate this game you must say, "*Simon says, 'the game is over.'*"

Keeping Step with Music

Many children seem to lack any sense of rhythm, but they can be taught to keep step with any march. Get the children in a single circle. Tell them to imagine themselves beating the bass drum in a band, using the left fist on the right hand. Start the phonograph and while they listen, show them the correct time to beat the drum. Then let them join you. Practice this until they can beat time without your help, even though you start and stop the music, or vary the tempo. When they have mastered this, let them keep time also with left foot. Then let them march, still marking time with left hand and foot. Then

let them march regularly. If you take up these steps gradually, you can have your class keeping step in half an hour. The next day they will need a short drill on the former steps, but soon will march in time without special attention to it.

To Teach Children Left and Right

Small children especially, must be taught left and right. It should be done so that they can instantly indicate left or right. The following drills will be found very helpful:

1. Begin very slowly, letting them imitate a leader. Use such commands as these:

Left arm sideward-raise!

Right hand on right hip-place!

Right foot forward-place!

Left hand on right shoulder-place!

Right hand on left knee-place!

This drill will fix right and left. Try it with class facing different directions and without a leader; also with eyes closed.

2. To teach facing. At command, *right!* children all point to right with right hand. At command, *face!* all turn to right and bring hand down. After a while they can just think about the hand but not point with it. Perhaps close that hand as an intermediary step.

GROUP METHOD

After the class is started well in the work, the group method should be introduced. It will add interest in the work, develop leadership and obedience to commands, relieve the teacher of the problem of drilling the slow or

new pupils at the expense of those familiar with the commands. It should not be used exclusively, however, as the teacher should keep the whole class organization efficient.

The first step in starting the group method is to divide the class into three groups. The "A" group consists of those pupils who do very good work, and who are capable



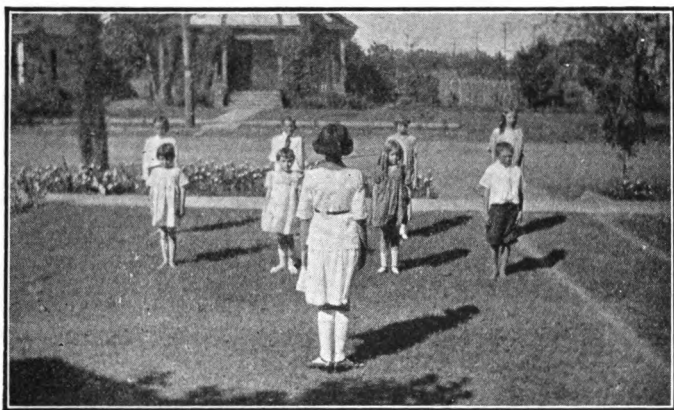
FOUR GROUPS IN ACTION

of being group leaders with the teacher's help. In the "B" group are those who are fair pupils, not good enough for leaders, but improving. In the "C" group are those who, because they are new, slow, or careless, need special drill on certain phases of the work. Often the new ones will soon be able to work in the "A" group, and the careless ones will be stimulated by pride or by the privilege extended to those in the "A" group to do better.

After selecting these groups, if any group contains more

than about eight children, divide the group into two or more sections. The sections will seldom contain just eight, but they should be as near that number as possible.

Now select from the "A" group, leaders for each group, or section. Put the best leader with the "C" group. As a rule, a leader should be in charge of his group for a week, though circumstances may cause the teacher to vary this.



GROUP READY FOR EXERCISE

Let it be understood that any pupil in the "A" group will be used as a leader, and be sure to give them all their turn at some time.

Beginning with simple movements, let the leaders give their groups marching exercises, etc., that the class has had. After a day or two, when the class understands the idea of this method, the leaders can be assigned certain parts of the work for each day. They should be required to see that the group develops properly and that commands are obeyed correctly, etc.

At first, you must have patience with the timidity and errors of leaders. But after a few days, there will be little reason for such leniency. You then, are the supervisor. You plan the work to be done by each group, observe the leaders' commands and corrections, take care of the discipline. Impress the children from the start that this is serious class work. Because you hold the leaders responsible, the leaders' commands, when properly given, must be obeyed, and their estimate of the pupils' progress should be accepted by you. Once a week, each leader should report to you any children who should be promoted or demoted to another group. You should make these changes as recommended, unless you believe a serious error has been made. Then you should tactfully suggest your opinion in order not to weaken the leader's influence.

Sometimes the "A" group can be given work slightly in advance of what the others could do. That is an honor they will appreciate. Sometime, when the "A" group or "A" and "B" groups have acquired considerable efficiency in all you have planned, they can have a few minutes in a game, conducted by the leaders, while the other group drills on the work in which they are deficient. This is a privilege and an incentive the children understand. First grade children, after they have been in school a few months, will do the group work nicely. In all grades there are three things you should do:

1. Use correct commands, yourself.
2. Classify children in groups carefully, and promote or demote every week.
3. Expect the leaders and groups to do the work.

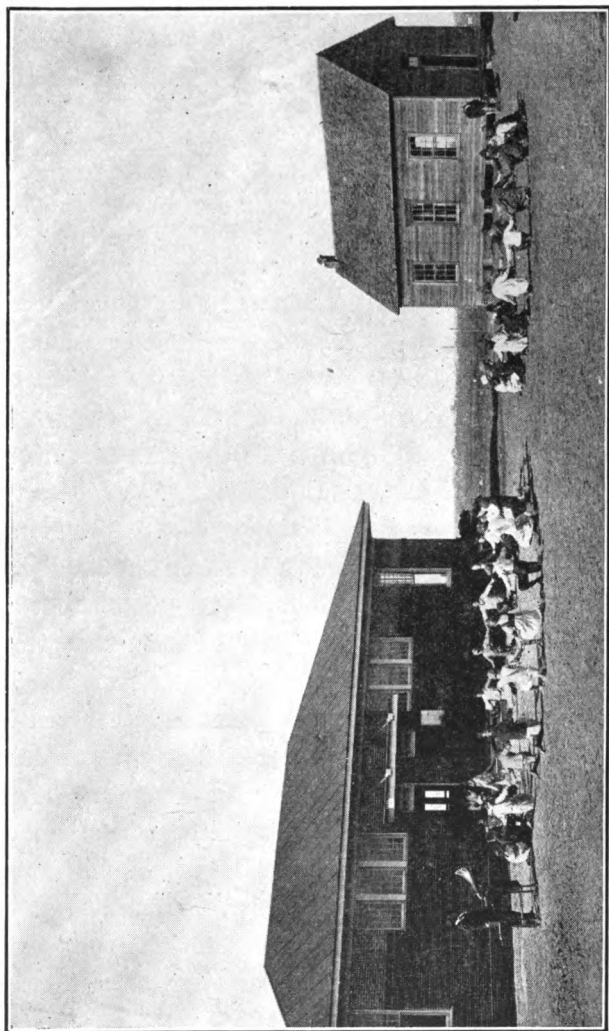
Be careful, your children will imitate you. If you do not give commands properly, or if you have a mannerism that you do not want duplicated, correct them before you appoint leaders.

RURAL SCHOOLS

In the rural school, there is a special problem for the teacher who has in charge children from the primary grade on up. This situation is often made more difficult, because in the lower grades there are some big boys and girls who have not attended school regularly enough to be in the grade with those of their own age.

At first, you should give to the entire class as many of the fundamental commands as are needed to start the work systematically and give also a few simple exercises. The little ones will learn by imitating the older pupils. After a few days you can divide the class into two or three groups, according to age. Then you can give one group its regular lesson, while a good leader is in charge of each of the other groups, reviewing what you have previously taught them. The next day you can have a leader take the group you taught the previous day and conduct the exercises, while you teach another group its new set of exercises. Continue this until each group is doing regular work under a leader. Meanwhile, you can supervise the work of all the groups, taking charge where you are most needed. In the same way you can conduct the organized games.

The number of children and the distribution by ages in each school varies so much that no detailed plan will



PHYSICAL TRAINING IN RURAL SCHOOL

fit all cases. You must arrange your plans to best effect a good organization. Often you can combine the groups for marching games, regular exercises, or drill on snap and precision.

WAKE-UP EXERCISES

After children have been studying and reciting for a half hour or more you will notice that the attention to lessons begins to lag, the restless disorder becomes evident. This is your signal that the class needs a wake-up exercise.

With small children, these wake-ups are needed after almost every lesson. When the room is warm and sultry, the children need more wake-ups than when the air is cool and crisp. No set schedules can be followed for these exercises. You must give them as often as needed.

Wake-ups do not waste time; if properly given they enable you to use effectively the time spent in recitation or study.

The purpose of wake-ups is to stimulate the blood and respiratory systems. They should be given in a snappy manner, and need not take more than two minutes to refresh the pupils. When you decide to give one of these exercises, have class rise and remove any wraps; certain pupils can put up windows. As soon as exercise is finished, have windows closed, if they were before and have class sit and resume work.

Wake-Ups

(A) 1. Stretching arms over head, rising on toes (do not count, but say *up-down*). Do this four times.

2. (Hands on hips) half knee bending. Twelve counts.
3. Trunk bending forward. Eight counts.
4. Deep breathing exercise—arms forward and up on *inhale*, sideward and down on *exhale*.

(B) Windmill. Keeping arms stiff, swing them in a circle as follows: Forward and upward, arms crossed in front of body, sideward and backward and down to position. As arms go up, rise on toes and inhale; as arms go down, lower heels and exhale. Gradually increase the speed, till arms are swinging around in circles rapidly.

(C) "Simon Says" is excellent for mental relaxation.

(D) A drill on some of the "starting positions" furnishes a good wake-up.

EXERCISES

These exercises are arranged in four sets, A, B, C, and D. The A set is for the first and second grades; B set is for third and fourth grades; C set is for fifth and sixth grades; D set is for seventh grades and high school.

There are nine lessons in each set so that a new lesson may be given every two weeks. It is not necessary to give a new set every term, although that does offer variety. The important thing is for the children to have exercises regularly.

In most of the exercises four things are indicated: First in parenthesis, the starting position. If this is not indicated, the position is "*at attention*." Second, the name of the exercise. Third, the number of counts needed to complete the movement one time. Fourth, the number of times that movement should be executed.

In explaining the exercises, each count is put in parenthesis and the name of the exercise follows it. For example (*arms to thrust*) thrusting arms forward and back to position, 2-4. (1) Thrust arms forward vigorously. (2) Return to thrust position.

In this example, the words in parenthesis indicate that you should give the command "*Arms to thrust-place*" before giving name of exercise. The number "2" indicates that the movement is executed in two counts. The number "4" indicates that the movement is done four times.

You would give the commands and count as follows: "*Arms to thrust-place*, thrusting forward and to position in two counts, *ready-one, two, one, two; one, two, class halt. Arms down* (or a command for the next starting position)."

At the beginning of most lessons, there are drills on starting positions. These are intended to teach these positions as they are needed in the exercises, and also to make class alert for the regular exercises. These are all fully explained under "Starting Positions." You should give the command for each separately and practice them carefully.

SET A

FOR FIRST AND SECOND GRADES

LESSON I

1. Drill on following starting positions: *hands on hips! hands on shoulders! hands on heads! hands on knees! and arms forward!*

2. (*Attention!*) Breathing exercise, 2-4.
 - (1) Arms stretching slowly forward and overhead, rising on toes, inhaling through nose.
 - (2) Arms relaxed and lowered sideward and down, lowering heels, exhaling through mouth.
3. (*Hands on hips!*) Arms sideward and back to hips, 2-4.
 - (1) Stretch arms sideward, palms down.
 - (2) Return to hips.
4. (*Hands on hips!*) Trunk bending forward, 2-4.
 - (1) Bend trunk forward, keeping head up. (Do not bend knees.)
 - (2) Straighten to erect position.
Keep elbows back and chest up. (Do this exercise slowly.)
5. (*Hands on hips!*) Knee raising forward, left, 2-4.
 - (1) Raise left knee as high as hips, keeping toe pointed down, head erect.
 - (2) Lower knee.
(Repeat this exercise with right knee.)
6. Breathing exercise. Same as 1 of this Lesson.
7. Teach children right and left and drill them in this knowledge.

LESSON II

1. Drill on *hands on hips, hands on shoulders, hands on head, hands on knees* and *arms forward*.
2. Breathing exercise (same as in Lesson I).
3. (*Hands on hips!*) Arms forward and back to hips, 2-4.

- (1) Stretch arms forward, palms facing.
- (2) Return to hips.
4. (*Hands on hips!*) Knee raising alternately, 4-4.
 - (1) Raise left knee as high as hips, toe pointed down.
 - (2) Lower left knee.
 - (3) Raise right knee as high as hips, toe pointed down.
 - (4) Lower right knee.
5. (*Hands on hips!*) Rising on toes, 2-4.
 - (1) Rise slowly on toes.
 - (2) Lower heels to ground slowly.
6. Breathing exercise. Same as in Lesson I.
7. Teach *right-face!* and *left-face!* and drill every day.

LESSON III

1. Drill same as in 1, Lesson II.
2. (*Arms forward!*) Breathing exercise, 2-4.
 - (1) Arms stretched sideward and backward as far as possible inhaling through nose.
 - (2) Return forward, exhaling through mouth.
3. (*Hands on hips!*) Arms upward, rising on toes, 2-4.
 - (1) Stretch arms upward, rising on toes.
 - (2) Return to position with hands on hips.
4. (*Hands on hips!*) Head turning left and right, 4-4.
 - (1) Turn head to left, keeping body erect and straight to front.
 - (2) Return head to front.
 - (3) Turn head to right.
 - (4) Return.

5. (*Hands on hips!*) Feet springing apart, 2-4.
 - (1) Spring feet about twelve inches apart.
 - (2) Spring feet together.
 - (Spring lightly on toes and keep in rhythm.)
6. (*Hands on hips, Feet apart!*) Trunk bending left, 2-4.
 - (1) Bend body to left. (Let head go with body; do not bend knees.)
 - (2) Return to erect position.
 - (Repeat to right. Do this exercise slowly.)
7. Breathing exercise. Same as in Lesson I.
Teach *about-face!* Be sure they turn to right.
Drill also on *right-face!* and *left-face!*

LESSON IV

1. Drill on *hands on hips! hands on shoulders! hands on heads! hands on knees! hands on neck!* and, *arms forward! arms upward! and arms sideward!*
2. Breathing exercise. Same as Lesson I.
3. (*Hands on hips!*) Head turning left and right alternately, 4-3.
 - (1) Turn head to left.
 - (2) Return to front.
 - (3) Turn to right.
 - (4) Return to front.
 - (Keep body to front, chest up.)
4. (*Hands on hips!*) Arms down and to hips, 2-4.
 - (1) Stretch arms downward.
 - (2) Return to hips.
 - (Keep head and chest up.)

5. (*Hands on shoulders!*) Elbows forward and back, 2-4.

- (1) Bring elbows forward, touching.
- (2) Force elbows as far back as possible, keeping head and chest up.

6. (*Hands on hips, feet apart!*) Trunk bending left and right alternately, 4-3.

- (1) Bend trunk and head to left.
- (2) Return to erect position.
- (3) Bend to right.
- (4) Return.

(Do this exercise slowly.)

7. (*Hands on hips!*) Point step left, 2-4.

- (1) Extend left foot sideward so that toe will just touch ground.
 - (2) Return to original position.
- (Repeat to right.)

8. (*Hands on hips!*) Breathing exercise, 2-4.

- (1) Force elbows back, inhaling through nose.
 - (2) Relax arms, moving elbows forward and exhaling through mouth.
- (Drill on facing.)

LESSON V

1. Drill on *hands on hips! hands on shoulders! hands on neck! arms upward! arms sideward! and feet apart!*

2. (*Hands on hips!*) Breathing exercise (same as 6, Lesson II).

3. Arms forward, sideward. forward and down, 4-4.

- (1) Raise arms forward, palms parallel and facing.
 - (2) Move arms sideward, palms down.
 - (3) Move arms forward, palms parallel and facing.
 - (4) Lower arms to sides.
4. (*Hands on hips!*) Head bending forward, 2-8.
- (1) Bend head forward slowly.
 - (2) Raise head.
5. (*Hands on hips!*) Knee bending and touching toes, 2-4.
- (1) Bend knees and touch hands to toes, with arms extended between knees, keeping head up.
(Do not bend trunk forward.)
 - (2) Return to starting position.
6. (*Hands on hips, feet apart!*) Trunk bending left and right alternately, 4-3.
- (1) Bend trunk to left.
 - (2) Return to erect position.
 - (3) Bend to right.
 - (4) Return.
(Do this slowly.)
7. (*Hands on hips!*) Rising on toes, 2-4.
- (1) Rise slowly on toes.
 - (2) Lower slowly.
8. (*Arms forward!*) Breathing exercise, 2-4.
- (1) Arms sideward and back as far as possible, and inhale.
 - (2) Move arms forward and exhale.

LESSON VI

1. Drill on *hands on hips! hands on shoulders! arms*

forward! arms upward! arms sideward! and arms circle over head!

2. (*Hands on hips!*) Breathing exercises (same as 8, Lesson V).

3. (*Hands on hips!*) Head turning and bending—left, 4-3.

(1) Turn head to left.

(2) Bend head downward (chin toward shoulder).

(3) Raise head.

(4) Turn head to front.

(Repeat to right.)

4. Arms forward and down, 2-4.

(1) Raise arms forward, palms facing, arms parallel.

(2) Lower to original position.

5. Gripping and stretching fingers, 2-4.

(1) Close hands, gripping hard.

(2) Open hands, stretching fingers wide apart.

6. (*Feet apart! arms forward! palms up!*) Scooping sand, 2-4.

(1) Bend forward with hands between feet as if scooping sand. (do not bend knees).

(2) Raise, throwing hands over head, as if throwing the sand.

(Do this slowly.)

7. (*Hands on hips!*) Half knee bending, 2-4.

(1) Bend knees about half as much as possible, keeping head up, shoulders back.

(2) Return to upright position.

8. (*Hands on hips!*) Toes apart, 2-4.

(1) Keeping heels together, move toes as far apart as possible.

(2) Move toes together until they touch.

(Keep body erect.)

9. Breathing exercise. Same as Lesson I.

LESSON VII

1. Drill on *hands on hips! hands on shoulders! arms forward! arms sideward! arms circle overhead!*

2. Windmill breathing exercise. (Explained under wake-up exercises.)

3. Arms forward, upward, forward and down, 4-4.

(1) Raise arms forward, parallel with palms facing.

(2) Raise arms upward, parallel with palms facing.

(3) Lower arms to forward position.

(4) Arms down.

(Make this exercise snappy and exact.)

4. (*Hands on hips!*) Point step left and right alternately, 4-4.

(1) Point step left.

(2) Return.

(3) Point step right.

(4) Return.

(Do not move trunk sideward.)

5. (*Arms sideward! feet apart!*) Trunk twisting left and right, alternately, 4-3.

(1) Twist trunk to left, keeping feet in place.

(2) Twist trunk to front.

(3) Twist trunk to right, keeping feet in place.

- (4) Twist trunk to front.

(Make a distinct stop after each count; do not merely swing from left to right.)

6. Breathing exercise. Same as Lesson I. Be sure children stretch and rise on toes.

LESSON VIII

1. Drill on *arms forward! arms sideward! arms upward! arms circle overhead!* and *hand clasped overhead!*

2. Breathing exercise. Windmill.

3. (*Hands on hips!*) Head turning left and right alternately, 4-3.

- (1) Turn head to left.

- (2) Turn head to front.

- (3) Turn head to right.

- (4) Turn head to front.

(Do not twist trunk.)

4. (*Hands clasped over head! Feet apart!*) Trunk bending with hands between knees, 2-4.

- (1) Bend forward, swinging clasped hands between knees as far as possible, and keeping head up.

- (2) Return to former position.

(Do this exercise slowly.)

5. Arms sideward, arms circle overhead, sideward, and down, 4-4.

- (1) Raise arms sideward, palms down.

- (2) Circle arms over head.

- (3) Lower arms sideward, palms down.

- (4) Lower arms to sides.

6. (*Hands on hips!*) Point step backward, left, 2-4.

- (1) Extend left leg backward, knee stiff, until toe touches ground.
 - (2) Return to former position.
(Do not move body.)
Repeat with right toe.
7. (*Hands on hips!*) Rising on heels, 2-4.
- (1) Lift toes, throwing weight of body on heels.
 - (2) Lower toes slowly.
(Do not sway body.)
8. Breathing exercise. Windmill.

LESSON IX

1. Drill on *arms sideward! arms upward! and arms to thrust!*
2. (*Hands on hips!*) Breathing exercise. Elbows backward and forward.
3. (*Hands on neck!*) Head pressing backward, 2-4.
- (1) Press head backward against hands.
 - (2) Relax.
4. Arms circle over head, with point step left and right, 4-4.
- (1) Arms circle over head, point step backward, left.
 - (2) Arms down, foot in place.
 - (3) Arms circle over head, point step backward, right.
 - (4) Arms down, foot in place.
5. (*Arms sideward!*) Arms upward, with rising on

toes, 2-4.

- (1) Raise arms over head, parallel, palms facing, and rise on toes.
 - (2) Lower arms to side and lower to heels.
(Do this exercise slowly and stretch.)
6. (*Arms forward!*) Breathing exercise, 2-4.
- (1) Stretch arms backward as far as possible and inhale.
 - (2) Return to former position and exhale.
(This exercise is also good if taken briskly, especially on cold days.)

SET B

FOR THIRD AND FOURTH GRADES

Before each lesson drill the class on several of the starting positions as in the lessons in the "SET A" of exercises. This puts the class in a more alert attitude when you begin the regular lesson.

LESSON I

1. (*Hands on shoulders!*) Breathing exercise. Elbows backward and forward, 2-4.
 - (1) Thrust elbows far back, inhaling through nose.
 - (2) Bring elbows together in front, exhaling through the mouth.
2. Arms upward and down, 2-4.
 - (1) Raise arms forward and over head, palms facing.
 - (2) Lower arms forward and down to position.
3. (*Hands on hips!*) Head turning left and right alternately, 4-4.

- (1) Turn head to left.
- (2) Turn head to front.
- (3) Turn head to right.
- (4) Turn head to front.
(Keep body straight to front.)
4. (*Hands on hips!*) Foot raising backward, left, 2-4.
 - (1) Raise left foot backward as high as possible, without moving upper part of leg.
 - (2) Lower foot.
(Keep body erect all the time.)
Repeat with right foot.
5. (*Hands on hips!*) Trunk bending forward, 2-4.
 - (1) Bend body forward, keeping head up and shoulders back.
 - (2) Return to starting position.
(Do this slowly.)
6. Arms forward with rising on toes, 2-4.
 - (1) Raise arms forward, parallel, and palms facing, at the same time rising on toes.
 - (2) Return to starting position. (Be careful that children do not drop down on heels.)
7. (*Hands on shoulders!*) Breathing exercise, 2-4.
Same as at beginning of this lesson.

LESSON II

1. (*Hands on shoulders!*) Breathing exercise, 2-4.
(Same as 7, Lesson I.)
2. (*Hands on hips!*) Head bending forward, 2-4.
 - (1) Bend head forward, keeping shoulders back.
 - (2) Return to starting position.

3. Arms forward, sideward, forward, and down, 4-4.
 - (1) Raise arms forward, palms facing.
 - (2) Move arms sideward, palms down, arms parallel to ground.
 - (3) Move arms forward, palms facing.
 - (4) Lower arms.
(Make each movement distinct.)
4. (*Arms, sideward!*) Gripping and opening hands, 2-4.
 - (1) Close hands, gripping tightly.
 - (2) Open hands, stretching fingers.
5. (*Feet apart! hands on hips!*) Trunk bending sideward alternately, 4-4.
 - (1) Bend trunk to left, keeping head in line with trunk.
 - (2) Raise trunk.
 - (3) Bend trunk to right.
 - (4) Raise trunk.
(Do not bend knees or move legs. Do this slowly.)
6. (*Hands on hips!*) Leg raising forward, left, 2-4.
 - (1) Raise leg forward, keeping knee straight and trunk erect.
 - (2) Lower leg.
Repeat this with right leg.
7. (*Hands on hips!*) Toes apart and together, 2-4.
 - (1) Keeping heels together, move toes as far apart as possible.
 - (2) Move toes close together.

8. Breathing exercise. Windmill. (See Wake-up exercises.)

LESSON III

1. Breathing exercise. Arms forward and upward, sideward and down, 2-4.

(1) Stretch arms forward and over head, rising on toes and inhaling deeply.

(2) Lower arms sideward to position, exhaling.

2. (*Hands on neck!*) Head pressing backward, 2-4.

(1) Press head backward hard against pressure of hands.

(2) Relax.

3. Arms sideward, upward, sideward, and down, 4-4.

(1) Raise arms sideward, parallel to ground, palms down.

(2) Raise arms over head, palms facing.

(3) Lower arms sideward as in (1).

(4) Lower to position.

(Make each movement distinct.)

4. (*Feet apart! hands on hips!*) Trunk twisting left and right alternately, 4-4.

(1) Twist trunk to left.

(2) Twist trunk to front.

(3) Twist trunk to right.

(4) Twist trunk to front.

(Make each movement distinct, and go slowly.)

5. (*Hands on hips!*) Charging forward, left, 2-4.

(1) Step briskly forward with left foot, left knee bent, right leg straight, trunk erect, shoulders back.

- (2) Return to position.
Repeat with right foot.
- 6. (*Hands on hips!*) Toes apart and together, 2-4.
 - (1) Keeping heels together, move toes apart as far as possible.
 - (2) Move toes together until they touch.
- 7. Breathing exercise. Windmill.

LESSON IV

- 1. (*Arms forward!*) Breathing exercise—Arms side-ward and forward, with rising on toes, 2-4.
- 2. (*Hands on hips!*) Head bending right and left alternately, 4-4.
 - (1) Bend head to left.
 - (2) Raise head erect.
 - (3) Bend to right.
 - (4) Raise head erect.
 - (Keep body straight.)
- 3. Arms sideward, upward, forward and down, 4-4.
 - (1) Raise arms sideward.
 - (2) Raise arms upward.
 - (3) Lower arms to forward position.
 - (4) Arms down.
 - (Make each movement distinct and snappy.)
- 4. (*Hands on hips!*) Trunk twisting and bending forward, left and right, 8-3.
 - (1) Twist to left.
 - (2) Twist to front.
 - (3) Bend forward.

- (4) Raise.
 - (5) Twist to right.
 - (6) Twist to front.
 - (7) Bend forward.
 - (8) Raise.
5. (*Hands on hips!*) Charging left, 2-4.
- (1) Place foot to left, bending knee over toe. (The body should be straight from right heel to shoulder.)
 - (2) Replace foot and stand erect.
(This exercise should be done with some force.)
Repeat to right.
6. (*Hands on hips!*) Opening and closing feet, toes together, 2-4.
- (1) Move heels wide apart, keeping toes together.
(Pigeon-toe position.)
 - (2) Close heels together.
7. Breathing exercise. Arms forward and upward, side-ward and down, with rising on toes, 2-4.
- (1) Raise arms forward and upward, slowly, inhaling through nose and rising on toes.
 - (2) Lower arms sideward and down, sinking to heels
(The first movement should be done slowly, the second more quickly.)

LESSON V

1. (*Hands on hips!*) Breathing exercise, elbows back and forward, 2-4.
- (1) Stretch elbows slowly backward, inhaling through nose.

- (2) Relax, moving elbows to the front and exhaling through mouth.

2. (*Hands on hips!*) Head turning and bending left, 4-4.

- (1) Turn head to left.
- (2) Bend head downward.
- (3) Raise head.
- (4) Turn head to front.

Repeat to right.

3. (*Arms to thrust!*) Thrusting forward and back, 2-4.

- (1) Thrust arms vigorously forward, arms parallel, knuckles up.
- (2) Return to position.

(This should be a vigorous exercise.)

4. (*Hands on shoulders!*) Bending forward and up, 2-4

- (1) Bend body forward, keeping hands in proper position on shoulders, head up.
- (2) Return to position.

5. Charging forward, left, with arms forward, sideward, forward and down, 4-4.

- (1) Charge forward, left, raising arms forward.
- (2) Move arms sideward.
- (3) Move arms forward.
- (4) Return to position, arms down.

(Do this exercise vigorously.)

6. (*Arms forward!*) Breathing exercise. Arms sideward and forward, with rising on toes, 2-4.

- (1) Rise on toes slowly, and stretch arms sideward, taking deep breath.

- (2) Exhale, moving arms forward and sinking to heels.

LESSON VI

1. Breathing exercise. Arms forward and upward, sideward and down. (See 1, in Lesson III.)

2. (*Arms forward!*) Arms sideward and forward with head pressing backward, 2-4.

- (1) Swing arms sideward, press head backward.
(Do not jerk head backward.)

- (2) Swing arms forward and relax head forward.

3. (*Arms to thrust!*) Thrusting sideward with lunging sideward, left, 2-4.

- (1) Thrust arms sideward, knuckles up, and place left foot out to left keeping weight on both feet.

- (2) Return to position.
(Do this exercise vigorously.)
Repeat to right.

4. (*Arms upward!*) Bending forward, 2-4.

- (1) Bend body forward, keeping head and arms in the plane of the body.
- (2) Return to position.
(Do this slowly.)

5. (*Hands on shoulders!*) Breathing exercise, elbows backward and forward, with rising on toes, 2-4.

- (1) Thrust elbows far back, rise on toes and inhale.
- (2) Relax, move elbows to front, sink on heels, and exhale.

LESSON VII

1. Breathing exercise.
2. Arms forward, upward, forward and down; alternating left and right, 8-4.
 - (1) Left arm forward.
 - (2) Right arm forward.
 - (3) Left arm upward.
 - (4) Right arm upward.
 - (5) Left arm forward.
 - (6) Right arm forward.
 - (7) Left arm down.
 - (8) Right arm down.
3. Arms sideward and down, with head turning left and right, alternately, 4-4.
 - (1) Raise arms sideward, turn head to left.
 - (2) Lower arms sideward, turn head to front.
 - (3) Raise arms sideward, turn head to right.
 - (4) Lower arms sideward, turn head to front.
4. (*Hands on hips!*) Running in place, 4-4. This exercise is a running exercise, except the children do not move from the spot where they are standing. Take quick running steps, running on toes, feet raised backward, bodies erect.
 - (1) Left foot strikes the ground.
 - (2) Right foot strikes the ground.
 - (3) Left foot strikes ground.
 - (4) Right foot strikes ground.
5. Breathing exercise.
6. (*Arms clasped over head, feet apart!*) Wood chopping—left, 2-4.

- (1) Swing clasped hands toward left toe as if swinging an ax.
 - (2) Return to position.
(Repeat to right.)
7. (*Hands on hips!*) Rising on toes and heels, 4-4.
- (1) Rise on toes.
 - (2) Lower.
 - (3) Rise on heels.
 - (4) Lower.
(Do this slowly, do not drop to heels, keeping body erect.)
8. Breathing exercise.

LESSON VIII

1. Breathing exercise.
2. (*Hands on hips!*) Head circle left, 4-3.
 - (1) Bend head forward.
 - (2) Bend head left.
 - (3) Bend head backward.
 - (4) Bend head right.
Repeat to the right.
3. (*Arms to thrust!*) Thrusting forward, 2-4. (Turn arms so that knuckles are up on first count.) Repeat, side-ward, upward and downward. (Sideward, knuckles should be up. Upward, knuckles should be to the back. Downward, knuckles should be to the front.)
4. (*Hands on shoulders!*) Breathing exercise, with rising on toes, 2-4.
 - (1) Stretch elbows back, rising on toes, and inhale.

- (2) Relax elbows to front, sinking to heels and exhale.

5. (*Arms sideward!*) Trunk twisting left and right alternately, 4-4.

- (1) Twist to left.
- (2) Twist to front.
- (3) Twist to right.
- (4) Twist to front.

(Make each movement distinct; go slowly.)

6. (*Hands on hips!*) Knee raising, left, 2-4.

- (1) Raise knee as high as hip, keeping toe pointing down and head erect.
 - (2) Return to position.
- Repeat to right.

7. Breathing exercise.

LESSON IX

1. Breathing exercise.

2. Arms sideward with head turning, left, 2-4.

- (1) Raise arms sideward, turn head to left.
 - (2) Lower arms, turn head to front.
- Repeat to right.

3. (*Hands on hips!*) Trunk bending forward with knee raising, left and right, alternately, 4-4.

- (1) Bend trunk forward, at the same time, raising knee, keeping toe down.
 - (2) Return to position.
 - (3) Repeat, raising right knee.
 - (4) Return to position.
- (Do this slowly.)

4. (*Arms to thrust!*) Boxing exercise, 8-4. On first count, step forward and to the left with left foot and thrust left arm forward as if striking a bag. On second count strike with right, and third with left, etc., returning to thrust position on eighth count. Repeat immediately to right. Keep up on toes during each eight counts. This should be done vigorously and rather fast.

5. Breathing exercise.

SET C

FOR FIFTH AND SIXTH GRADES

Give several starting positions before beginning each lesson.

LESSON I

1. Breathing exercise.

2. (*Hands on hips!*) Head turning and bending, left, 4-4.

(1) Turn head to left.

(2) Bend head downward.

(3) Raise head.

(4) Turn to front.

(Repeat to right.)

3. Arms forward, sideward, upward, sideward, forward, down, 6-4.

(1) Raise arms forward, palms facing.

(2) Move arms sideward, palms down.

(3) Raise arms upward, palms facing.

(4) Lower arms to sideward position.

(5) Move arms forward.

(6) Lower arms down.

4. (*Hands on hips!*) Trunk twisting left and right, 4-4.

- (1) Twist to left.
- (2) Twist to front.
- (3) Twist to right.
- (4) Twist to front.

(Make each movement distinct.)

5. (*Hands on hips!*) Foot raising backward, left, 2-4.

- (1) Raise left foot, as high as possible, backward, keeping left knee even with right.
- (2) Return to position.
(Keep body erect.)
Repeat with right foot.

6. (*Hands on hips!*) Rising on toes, 2-4.

- (1) Rise on toes as high as possible.
- (2) Lower slowly.

7. Breathing exercise.

LESSON II

1. Breathing exercise.

2. (*Hands on neck!*) Head pressing, 2-4.

- (1) Press head backward slowly, against pressure of hands, keeping chin down.
- (2) Relax.

3. Arms-sideward, forward, upward, forward, sideward, and down, 6-4. (This exercise is similar to Exercise 2, Lesson I.)

4. (*Hands on hips!*) Trunk twisting and bending, left, 4-4.

- (1) Twist to left.
 - (2) Bend downward.
 - (3) Raise erect.
 - (4) Twist forward.
- Repeat to right.
5. (*Hands on hips!*) Leg raising forward, left, 2-4.
- (1) Raise left leg forward, knee stiff, toe pointed forward.
 - (2) Return to position.
(Keep body erect.)
Repeat with right foot.
6. (*Hands on hips!*) Rising on heels, 2-4.
- (1) Rise on heels, keeping body erect.
 - (2) Return.
7. Breathing exercise.

LESSON III

1. Breathing exercise.
2. (*Hands on hips!*) Head bending left and right, 4-4.
 - (1) Bend head to left.
 - (2) Raise head erect.
 - (3) Bend head to right.
 - (4) Raise head erect.(Do this exercise rather slowly.)
3. Charging forward left, and right, with arms thrusting forward, 4-4.
 - (1) Charge forward left, by stepping forward with left foot, left knee bent, right leg straight and in line with trunk, weight on left foot; and thrust arms forward, knuckles up.

- (2) Return to position.
- (3) Charge forward right and thrust forward with arms.
- (4) Return to position.
- 4. Arms upward, with trunk bending forward, 4-4.
 - (1) Raise arms upward.
 - (2) Bend trunk forward.
 - (3) Raise trunk.
 - (4) Lower arms.
- 5. (*Hands on hips!*) Opening and closing feet, heels together, 2-4.
 - (1) Spread feet apart, keeping heels together.
 - (2) Close feet together.
- 6. Breathing exercise.

LESSON IV

- 1. Breathing exercise.
- 2. (*Arms forward!*) Swinging arms sideward with head pressing, 2-4.
 - (1) Swing arms sideward, stretching backward as far as possible, keeping them parallel to ground, and press head back, chin down.
 - (2) Return arms forward and relax neck.
- 3. Arms sideward, with trunk twisting left and right, 8-3.
 - (1) Raise arms sideward.
 - (2) Twist to left.
 - (3) Twist to front.
 - (4) Lower arms.
 - (5) Raise arms.

(6) Twist to right.

(7) Twist to front.

(8) Lower arms.

4. (*Hands on hips!*) Point step forward left with rising on toes, 4-4.

(1) Point step forward left; place left foot forward, so that left toe touches ground, left knee stiff, weight on right foot.

(2) Rise on toes.

(3) Lower.

(4) Return to position.

Repeat with right foot.

5. Breathing exercise.

LESSON V

1. Breathing.

2. (*Hands on hips!*) Point step sideward, left and right, with rising on toes, 8-3.

(1) Point step sideward, left; extend leg sideward till toe touches ground, knee stiff, weight on right foot.

(2) Rise on toes.

(3) Lower to heels.

(4) Return to position.

(5) Point step sideward, right.

(6) Rise on toes.

(7) Lower to heels.

(8) Return to position.

3. Gripping and opening fingers, 2-8.

(1) Grip fingers tightly.

- (2) Open hand, spreading fingers as much as possible.
4. (*Arms to thrust!*) Boxing exercise, 8-4. (See Set "B," Lesson IX, Exercise 4.)
5. (*Arms sideward!*) Trunk twisting left and right with trunk bending, 8-3.
- (1) Twist to left.
 - (2) Bend trunk downward, keeping arms parallel to ground.
 - (3) Raise trunk.
 - (4) Twist to front.
 - (5, 6, 7, 8. Repeat to right.)
6. Breathing exercise.

LESSON VI

1. Breathing exercise.
2. Arms sideward and down with head turning left and right, 4-4.
- (1) Raise arms sideward, turn head to left.
 - (2) Lower arms, turn head to front.
 - (3) Raise arms sideward, turn head to right.
 - (4) Lower arms, turn head to front.
3. (*Hands on hips!*) Trunk bending forward with knee raising left and right 4-4.
- (1) Bend trunk forward and raise left knee, keeping toe pointed down.
 - (2) Return to position.
 - (3, 4) Repeat, using right knee.
4. (*Hands on hips!*) Opening and closing feet, heels together, 2-4.

- (1) Keeping heels together, spread toes far apart.
- (2) Move toes together.

5. Breathing exercise.

LESSON VII

1. Breathing exercise.

2. (*Hands on hips!*) Head turning left and right, and bending, 8-3.

- (1) Turn head to left.
- (2) Bend head downward.
- (3) Raise head.
- (4) Turn head to front.
- (5, 6, 7, 8 Repeat, turning head to right.)

3. (*Arms to thrust!*) Thrusting forward, upward, sideward, downward, and backward, 8 counts each.

NOTE.—Thrusting forward with knuckles turned up. Thrusting upward with knuckles turned back. Thrusting sideward with knuckles turned up. Thrusting downward with knuckles turned forward. Thrusting backward with knuckles turned forward. This last movement, is similar to thrusting downward, except that the arms are thrust backward as much as possible.

4. Breathing exercise.

5. (*Hands on hips!*) Full knee bending with arms forward, 2-4.

- (1) Bend both knees as much as possible, spreading them apart and thrust arms forward. Keep body erect, and support weight on toes.
- (2) Return to position.

6. (*Hands on hips!*) Charging forward, left, with trunk bending forward, 4-4.

(1) Charge forward left.

(2) Bend trunk forward.

(3) Raise trunk.

(4) Return to position.

Repeat this exercise to right.

7. Breathing exercise.

LESSON VIII

1. Breathing exercise.

2. (*Arms sideward!*) Gripping and opening fingers, 2-4.

3. (*Hands on hips!*) Charging left and right with arms clasped under knee, 4-4.

(1) Charge forward left and bend forward so that arms may be placed under left knee, with hands on opposite elbows.

(2) Return to position.

(3 and 4 Repeat to right.)

4. (*Arms sideward!*) Swinging arms in circle forward, 1-8.

(1) Swinging arms forward, prescribe a small circle, keeping arms stretched out straight. Make a complete movement for each count.

Repeat, swinging arms backward.

5. (*Hands on hips!*) Head bending forward, 2-4.

6. (*Hands on hips!*) Opening and closing feet, toes together, 2-4.

(1) Move heels far apart, keeping toes together.

(2) Move heels together.

7. Breathing exercise.

LESSON IX

1. Breathing exercise.
2. (*Hands on hips!*) Rising on heels, 2-4.
3. (*Hands on hips!*) Running in place, 16 counts.
4. Breathing exercise.
5. (*Arms clasped over head, feet apart!*) Swinging hands between knees and over head, 2-4.
 - (1) Bend forward, swinging clasped hands as far as possible between knees.
 - (2) Return to position.
(Do not bend knees.)
6. (*Hands on hips!*) Springing feet forward and backward, 2-8.
 - (1) Spring left foot forward, right foot backward, alighting on toes.
 - (2) Spring right foot forward, left backward.
On last count, both feet should come together in proper position.
7. Breathing exercise.

SET D

FOR SEVENTH AND HIGH SCHOOL GRADES

LESSON I

1. Breathing exercise.
2. (*Hands on hips!*) Head turning left and right, 4-4.
 - (1) Turn head to left. (3) Turn head to right.
 - (2) Turn head to front. (4) Turn head to front.
3. (*Arms sideward!*) Gripping and opening fingers, 2-8.

- (1) Grip fingers tightly.
- (2) Open as wide as possible.
4. (*Hands on shoulders!*) Elbows forward and backward, 2-4.
 - (1) Move elbows forward till arms are parallel.
 - (2) Move elbows backward, as far as possible.
5. (*Hands on hips!*) Trunk bending forward, 2-4.
 - (1) Bend slowly forward, legs kept straight.
 - (2) Raise.
6. (*Hands on hips!*) Half knee bending, 2-4.
 - (1) Bend knee slightly, weight on toes.
 - (2) Raise.
 (Keep trunk erect.)
7. (*Hands on hips!*) Rising on toes, 2-4. (Do this slowly, coming back to heels without dropping down.)
8. Breathing exercise.

LESSON II

1. Breathing exercise.
2. (*Hands on hips!*) Head bending forward, 2-4.
 - (1) Bend head forward.
 - (2) Raise.
 (Keep shoulders back.)
3. (*Arms sideward!*) Swinging arms forward 8 counts. Swing arms in small circle, one count for each complete movement. Keep trunk erect.
4. (*Hands on hips, feet apart!*) Trunk bending left and right, 4-4.
 - (1) Bend trunk slowly to left, keeping head in line with trunk.

(2) Raise.

(3 and 4 Repeat to right.)

5. (*Hands on hips!*) Feet springing forward and backward, left and right, 2-8.

(1) Spring lightly, left foot forward, right foot backward, alighting on toes.

(2) Spring right foot forward, left foot backward.

6. Breathing exercise.

LESSON III

Give several starting positions before each lesson.

1. Breathing exercise.

2. (*Hands on neck!*) Head pressing backward, 2-4.

(1) Press head against resistance of hands.

(2) Relax.

3. (*Arms sideward, palms up!*) Flexing on upper arm, 2-6.

(1) Bring hands to position *hands on shoulders*.

(2) Return sideward.

4. (*Hands clasped forward, feet apart!*) Trunk twisting left and right, 4-4.

(1) Twist slowly to left.

(2) Twist slowly to front.

(3) Twist slowly to right.

(4) Twist slowly to front.

5. (*Hands on hips!*) Point step forward, sideward, backward, left and right, 8-4.

(1) Point step forward left (move left foot forward till toe touches ground, weight on right foot).

- (2) Move to point step sideward (swing left foot to left till toe touches ground, weight on right foot).
- (3) Move to point step backward. (Move left foot backward till toe touches ground, weight on right foot.)
- (4) Return to position.
- (5, 6, 7, 8 Repeat to right with right foot.)
- 6. (*Hands on hips!*) Rising on heels, 2-4.
 - (1) Rise on heels, keeping body erect.
 - (2) Return to position.
- 7. Breathing exercise.

LESSON IV

- 1. Breathing exercise.
- 2. (*Hands on hips!*) Head bending left and right, 4-4.
 - (1) Bend head to left, keeping shoulders level.
 - (2) Raise.
 - (3) Bend to right.
 - (4) Raise head.
- 3. Arms upward, with trunk bending forward, 4-4.
 - (1) Raise arms upward.
 - (2) Bend trunk forward, keeping arms in line with trunk, head up.
 - (3) Raise trunk. (4) Lower arms.
- 4. (*Hands on hips!*) Charging forward, left and right, 4-4.
 - (1) Charge forward left (place left foot forward, left knee bent, right leg straight and in line with trunk, weight on left foot).

- (2) Return to position.
 - (3) Charge forward right.
 - (4) Return to position.
5. (*Hands on hips!*) Opening and closing feet, toes and heels alternating, 4-4.
- (1) Move toes apart, keeping heels together.
 - (2) Move toes together, till they touch.
 - (3) Move heels apart, keeping toes together.
 - (4) Move heels together till the touch.
6. Breathing exercise.

LESSON V

1. Breathing exercise.
2. (*Hands on hips!*) Head turning and bending left and right, 8-4.
- (1) Turn head to left.
 - (2) Bend head downward.
 - (3) Bend head upward.
 - (4) Turn head to front.
 - (5, 6, 7 and 8 Repeat to right.)
3. (*Arms sideward, feet apart!*) Trunk bending side-ward, left and right, 4-4.
- (1) Bend trunk slowly to left, arms perpendicular to trunk.
 - (2) Raise.
 - (3) Bend to right.
 - (4) Raise.
4. (*Hands on hips!*) Point forward left and right with rising on toes, 8-4.

- (1) Point step forward left, keeping weight on right foot.
 - (2) Rise on right toe.
 - (3) Lower.
 - (4) Return to position.
 - (5, 6, 7, 8 Repeat to right, rising on left toe.)
5. Breathing exercise.

LESSON VI

1. Breathing.
2. (*Arms sideward!*) Arms swinging forward and backward with head bending forward and pressing backward, 2-4.
 - (1) Swinging arms forward, bending head forward.
 - (2) Swing arms backward, parallel to ground, and press head backward.
3. (*Arms clasped forward, feet apart!*) Trunk twisting sideward, left and right with body bending forward, 8-4.
 - (1) Twist trunk to left.
 - (2) Twist trunk to front.
 - (3) Bend forward, swinging clasped hands between knees.
 - (3) Raise.
 - (5, 6, 7, 8 Repeat to right.)
4. (*Hands on hips!*) Rising on toes and full knee bending with arms forward.
 - (1) Rise on toes.
 - (2) Remaining on toes, bend both knees, keeping trunk erect and thrust arms forward.

(3) Rise on toes, hands back to hips.

(4) Lower to heels.

5. (*Arms to thrust!*) Thrusting forward, upward, sideward and downward, 8-4.

(1) Thrust arms forward, knuckles up.

(2) Return to position.

(3) Thrust arms upward, knuckles back.

(4) Return to position.

(5) Thrust knuckles sideward, knuckles up.

(6) Return to position.

(7) Thrust arms downward, knuckles forward.

(8) Return to position.

(Do this briskly.)

6. Breathing exercise.

LESSON VII

1. Breathing exercise.

2. Arms sideward with head turning left and right, 4-4.

(1) Raise arms sideward, and turn head to left.

(2) Return to position.

(3) Repeat, turning to right.

(4) Return to position.

3. Arms raised forward and upward, left and right, 8-4.

(1) Raise left arm forward.

(2) Raise right arm forward.

(3) Raise left arm upward.

(4) Raise right arm upward.

(5) Lower left arm to forward position.

(6) Lower right arm to forward position.

- (7) Lower left arm to side.
- (8) Lower right arm to side.
- 4. Arms sideward with feet springing apart, 2-6.
 - (1) Raise arms sideward and spring feet apart.
 - (2) Return to position.
 - (Do not let heels touch ground during this exercise.)
- 5. (*Hands on hips!*) Charging forward left and right, with trunk bending forward, 8-3.
 - (1) Charge forward left. (3) Raise trunk.
 - (2) Bend trunk forward. (4) Return to position.
 - (5, 6, 7, 8 Repeat to right.)
- 6. Breathing exercise.

LESSON VIII

- 1. Breathing exercise.
- 2. (*Hands on shoulders!*) Head turning left and right, 4-4.
- 3. Charging forward left and right with arms swinging upward and head turning upward, 4-4.
 - (1) Charge forward left, swing arms over head and turn head upward to look at hands.
 - (2) Return to position.
 - (3, 4) Repeat to right.
- 4. (*Arms to thrust!*) Feet springing apart with arms thrusting sideward, 2-8.
 - (1) Springing feet apart and thrust sideward.
 - (2) Return to position.
 - (Do not touch heels to ground during exercise.)

5. (*Hands on hips, feet apart!*) Trunk twisting left and right, with trunk bending, 8-3.

(1) Twist to left.

(2) Bend trunk.

(3) Raise trunk.

(4) Twist to front.

(5, 6, 7, 8 Repeat to right.)

6. (*Hands on hips!*) Rising on toes and heels, 4-4.

(1) Rise on toes.

(2) Lower.

(3) Rise on heels.

(4) Lower.

7. Breathing exercise.

LESSON IX

1. Breathing.

2. (*Hands on hips!*) Head bending forward, 2-4.

3. Arms sideward and forward, left and right alternately, 8-4.

(1) Raise left arm sideward.

(2) Raise right arm sideward.

(3) Move left arm forward.

(4) Move right arm forward.

(5) Move left arm sideward.

(6) Move right arm sideward.

(7) Lower left arm to side.

(8) Lower right arm to side.

4. (*Arms sideward!*) Feet springing apart with hand clapping forward and backward, 4-4.

(1) Spring feet apart and clap hands in front of shoulders.

(2) Spring feet together, swing arms sideward and

backward, clapping hands together behind back.

(Keep up on toes during this exercise.)

5. (*Hands on shoulders, elbows forward!*) Trunk bending forward with elbows sideward.

(1) Bend forward, pressing elbows to sideward position.

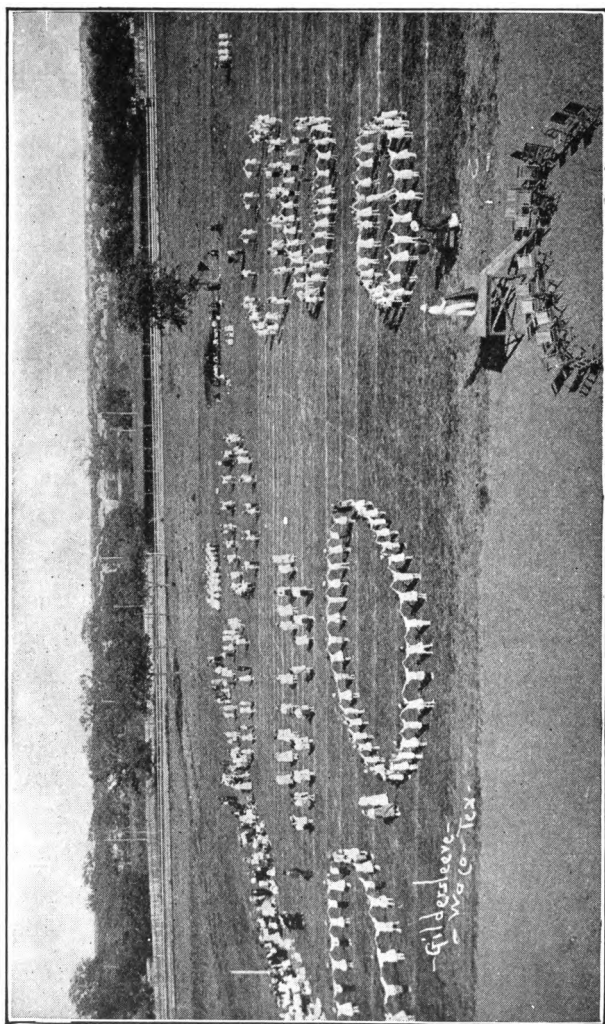
(2) Raise, drawing elbows forward.

6. Breathing exercise.

GAMES

Children should be taught to play; not only for the physical benefits to be derived, but for the mental and moral development possible in properly organized games. Many children have not even learned to play at any game and enjoy it; or, to play hard and yet fairly; or to play in groups amiably. The ability to think and act quickly, which is developed by games, is lacking in many children. You will notice that children who are slow in their studies are generally correspondingly slow in games. As they become more alert in games, you will note an improvement in their lessons.

After they have been taught some games, they may be encouraged to play them at recess, without a teacher to direct them. Many schools have certain teachers each week to direct the games at recess. An excellent plan also, when the physical training period comes just before recess, is to extend this period over into the recess period for five or ten minutes. This gives a longer time for games, and guarantees that everyone plays during recess. The last five minutes is sufficient for getting drinks and going to toilets.



MAY DAY EXERCISES

-Gilderleave-
-W.C. Co- Tex.

The following games have been found to be very popular with teachers and children. There are various types of games in this list. By changing them slightly, you may create new games.

RACES

Races are popular with all ages of children. The following races are all relay races. They enable you to divide your class into two or more teams, to develop team work and also much interest, and to balance the individual star with the less favored child. It also simplifies the contest.

Simple Relay Race

Children arranged in two or more rows, several feet apart, leaders all even at some kind of starting line. Each leader should carry a stick, cap, ball, or something similar, and at signal run to another line or around a tree, and back again, when he hands the object to the next in line. He then goes to end of his line while child receiving object repeats the run. The team finishes when all its members have run. The team finishing first wins the race.

Baseball Relay

Leaders carry baseballs and run to a designated spot; then throw or roll ball back to next one in line who repeats, etc. After each one runs, he lines up at other place from which ball was thrown.

Basket Ball Relay

One basket ball goal is required. Children line up in rows at other end of basket ball court, leaders facing goal and carrying each a basket ball. Leaders run toward

basket ball goal and try to throw ball through basket; one throw only being allowed. If leader misses basket, he recovers ball and runs back, giving it to next one in his line, who repeats, etc. If a leader makes the basket, he may throw the ball to next one in his line, who may also run down to receive it, thus saving time. This game combines the relay race with basket ball practice, and is enjoyed by children too small to play basket ball, as well as the larger ones.

Hoop Ball Relay

Just like "Simple Relay" except a basket ball is used, and it must be rolled like a hoop instead of being carried.

Circle Relay

Form children in a circle, facing around circle. Divide them into two or more teams, designating first one in each team the leader, who carries a hat or something as in the "Simple Relay." At signal, leaders run around outside the circle. When they reach their starting places, they hand hat to ones behind them who repeat, etc. Last child on each team after running around circle, runs to center to indicate finish of race.

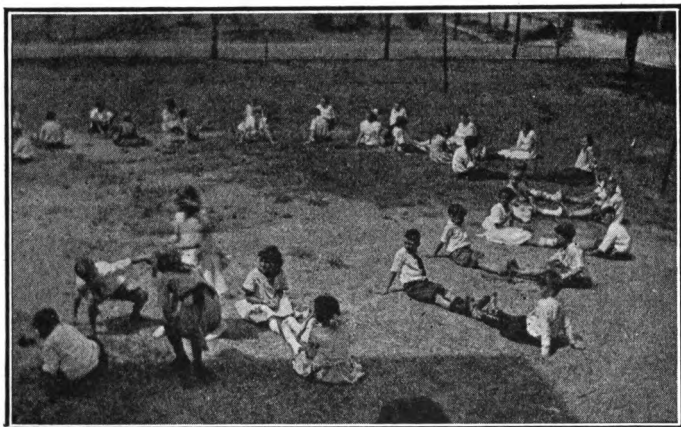
Overtake Relay

Same as circle relay except object is for a child on one team to overtake and tag runner on another team. This concludes the race. To repeat this race, have all to about face. Then use same leaders.

Catch the Ball Relay

This is also a circle race, but without teams. One child is the catcher. Give the ball to the third child from the

catcher. At signal, child with ball passes it around circle, away from "catcher." "Catcher" must run around circle, running in front of all boys and behind all girls, trying to reach ball before it gets back to child who started it. If a child makes an error in passing or receiving the ball, which results in the "catcher" touching the ball, he must stand "at attention" in center of circle. Start ball again, where



HURDLE RELAY RACE

it stopped, with a new "catcher," who must be the third one back of the ball. If ball gets around without being touched by "catcher," start it at any point.

Hurdle Relay

Form a big single circle. Then have every other child step to right and face the child next to him, forming a double circle with pairs of children facing each other. Next have children sit down with legs flat on the ground, feet together and extended to touch feet of partner. The

legs and feet form the hurdles. Now, have one couple to stand; they are leaders for this race. At signal the two race around the circle, stepping over every hurdle. When they get to their starting place, they pass hat or other object to pupils behind them who continue race. If anyone steps on a child's foot or leg, he must stop and go over that hurdle again. The inside and outside circles constitute two teams. If the class is very large, four teams may be used by starting two other leaders from the opposite side of the circle. This race is very interesting and pretty to watch when a large number of children are in it, thus making a large circle.

TAG GAMES

Name Tag

A good game in primary grades to get children acquainted and to teach them how to play organized games. Form children in a circle with one in center who is "catcher" or "it." Call a child's name; this child runs around outside of circle and "catcher" tries to catch him before he can get into center. The catcher must run out of circle where other pupil stood. Whichever one is successful, is the "catcher" for the next time; but if the same one should be catcher three times, you should appoint another in his place. This may also be played with all the pupils in the circle seated.

Number Tag

Same as "Name Tag" except that children "count off" and you call a number instead of a name. As this game

progresses, the children will not be in numerical order; this adds interest to the game.

Number Tag

For older children

Form children in a circle. Point to a child and say "catch number 7," or any other number that is not more than the number of children in the circle. He then must catch the seventh pupil to his right, counting the one to his right as "one." You must speak loudly enough that all may hear, thus giving "number 7" a chance to count and get started. Do this several times, pointing to various children, until they understand the idea of the game. Then, instead of saying "catch number 6," you may say "catch two times three" or "five plus one" or "eight minus two" or "twelve divided by two." This gives a good number drill and is much fun. After you get the game started, you may let a child take your place, and after each chase, let the one who was successful in each run, give the number the next time.

Giant

This is a good game in primary grades to overcome timidity. First tell them this story: "A giant lived in a big castle. He slept most of the time, waking up sometimes when the clock in the castle tower would strike. The children liked to play around the castle when he was asleep and often ventured close to him. But when he woke up, he would try to catch them before they could get out of the castle." Now appoint one child to be giant. He faces a tree or some object, with eyes closed. You tell

him to wake up at a certain time; for example, "four o'clock," but whisper this so none of the others can hear you. Now let the children come into the castle, or ring which you have drawn around the giant. You now represent the big clock by saying, for example, "eight o'clock, twelve o'clock, two o'clock, four o'clock, etc." As soon as you say "four o'clock" the giant turns and tags as many children as he can before they get out of the circle. All those caught stand aside and are out of the game. Continue this, giving the giant a different number each time, until all are caught. The last one caught is the giant for the next game. Encourage the children to venture close to the giant, and do not let the last one caught be giant if he did not venture inside the circle. This may be played indoors also. Instead of a circle, designate the space between the front desks and blackboard as the castle.

Shadow Tag

(Must be played when sun casts a good shadow)

Arrange children in circle. Divide children into two teams. One from each team goes to center and at signal, one tries to step on other's shadow. When one succeeds, it scores a point for his team. Then two more go into circle and so on until all have had a turn. Count the total score to determine winner.

Third Man Run

Arrange children in double circle, all facing around circle, with elbows hooked together. One pupil is "it" and tries to tag another, both running around outside of

circle. When the one who is "it" catches the other, the other one is "it." While they are running, the one who is being chased may hook elbows with any pupil in either circle. Then the third pupil, that is, the one on the other side of the one just hooked, must run. This is a very fast game if the children hook often. The third man may hook a pupil next to him, thus adding to the fun.

Fence Tag

This game affords good practice in facing. Arrange children in formation for exercises, close enough to catch hands when facing any direction, with arms held out straight. The arms form the fences. One pupil who is "it" tries to catch another, both running between fences or around edge of square. Frequently, during the chase, give the command "right or left-face." This changes the direction of the fences, as children all turn and catch hands. Should the one being chased, run under or thru a fence, he is "it." If the pupil who is "it" breaks through and catches the other, the catch does not count. You may select others to run at frequent intervals. Giving the command "about face," adds interest, as it does not alter the direction children must run.

Strap Tag

This game is better for boys who like a strenuous game. Boys stand in a circle, with hands held behind them, all looking at center of circle. One boy, the "passer" takes a belt or paddle and goes around outside of circle. If he sees anyone peeping at him, he may hit him with strap. He passes the strap to one of the boys, doing it without

attracting attention if possible. The boy receiving the strap, whips the boy to his right, both running around circle until back to place. If boy being whipped does not return to his right place, he may be whipped until he does.

Dog and Squirrel

This is for small children. Arrange children in small circles with from four to six in each circle, and arrange these circles to form a larger circle, with about twenty feet between each of them. Select one pupil to be the dog, and as many others as there are small circles, to be squirrels. The circles represent trees. Start the game with one squirrel in each tree and the dog in the center of the area. At a signal, each squirrel must run out of the circle to the next one to the right, the dog trying to catch one of them. When a squirrel is caught, he must trade places with a pupil in the circle to which he was running. If a squirrel gets back to the tree from which he started, he may be the dog for the next game. If there are five circles, you should give the signal five times, this being the number of times required for any squirrel to get around. Occasionally, let all the squirrels trade with all those in one circle, thus giving more children a chance to run.

INDOOR GAMES

Black Board Relay

You may use either numbers or words in this race, and give the class not only the game, but practice in number or language work. Arrange class so that there will be an equal number in each row. Have pupils in each row count off, each row beginning with "one." To start

the race, you announce a number, for example "three." Immediately, first one in each row, who is number "one" runs on toes to front blackboard and writes "four," the sum of his own number (one) and the number you announced (three). Each carries chalk to second in his row. The number "two" goes to board and under the first number writes "five," the sum of his number and your number. Each in turn does this until all have finished. The row that gets all the answers on the board correctly and neatly wins the race. Place the emphasis on "correctly and neatly." During the race, no one may speak or in any way assist another. Instead of addition, you may use multiplication, or any other process you desire.

The same race may be used with words. The first pupil writes one word on the board; the second writes another, and so on, the object being to construct a sentence with as many words as there are children in the row. Spelling, capitals, punctuation, and neatness must be considered before announcing the winner. The first row finished wins if these four rules have been followed. The children are not allowed to talk or in any way agree on a sentence beforehand. Each child must add a word to what is written. Often a sentence cannot be finished because a child did not use a good word.

Mail Train

Arrange children in rows of equal numbers, standing with two aisles between rows of children, so that each team can go up one aisle and return down the other, without meeting children from another team. If there are more children in each team than can stand conveniently in one

row, they can extend their line up the other row from the rear of the room. The row of desks should be to the left of the children. Place a bean bag or eraser on the desk to the left of the first child in each team, and also one in the chalk rail in front of each team. At the signal, the first one in each team carries the bean bag to the board, exchanges it for the one in the chalk rail, returns in the other aisle and places bag on first desk. The second child takes this bag and continues as above. When the last child has finished, that team has completed the race. In every case, the bag must be dropped on the first desk and not handed to next child.

Aeroplane Race

Children are aeroplanes, seats are landing fields. Children stand, every other row facing rear of room. There should be one or more seats turned up so that there are less seats turned down than there are children. To start race, say "forward march." They march in good order, up and down the rows and across the front of the room until you say "class halt." Then children get into the nearest seats, not using those that are turned up. These represent landing fields that are closed. The children who did not get seats are disabled machines that must drop out of race. Turn up more seats and continue the race. Repeat this until but one child remains, who is the winner. If you wish the game to be short, turn up several seats each time. You may add interest by turning down seats again, and turning up an equal number of others. This keeps them alert.

Row Tag

Children all seated in any order, two standing, one of whom tries to catch the other, both running any place in room. The one being chased, at any time, may put both hands on rear seat in any row and say loudly enough to be heard in front of room "third row" or whatever row it happens to be. The one who is "it" must then try to catch the first child in that row; all the others in that row moving forward one seat, leaving the last seat for the pupil who just called out. When one is caught, he is "it" and chases the other.

The Chickens Are Out

Children in rows in equal numbers. All the children in one row, except the first one, scatter around the room. At the signal, the first one (the farmer) tried to catch all his chickens, who run anywhere in the room. When tagged, they stand in front of room. At the end of one minute, you stop the race and count how many chickens have been caught. Each row in turn repeats the race, the object being to see which boy or "farmer" can catch the most of his chickens.

This game can be varied as follows: Start two rows at a time. Each farmer must catch only his own chickens and bring them to front of room, keeping the two sets separate. If he catches the other farmer's chicken, he must put it with the other's chickens.

Story Game

Especially good in primary grades to stimulate attention and response. Any sort of story may be told, either

one children have read or been told, or some narrative you may invent. Before starting the story you give each child the name of some person or object in the story. During the story, he must stand at *attention* as the person or object he represents is mentioned. The next time he must sit at *attention*, etc. For example: Tell the story of a day at school. Name the children as follows, "school bell, teacher, school house, desk, book, chalk, blackboard, the school boy, etc." Then relate how the *school boy* heard the *school bell* and went into the *school house*. The *teacher* stood at her *desk*. The *school boy* went to his *desk* and opened his *book*. The *teacher* wrote on the *blackboard* with the *chalk*, etc. As each of the italicized words are spoken, the children representing them respond by standing or sitting at *attention*.

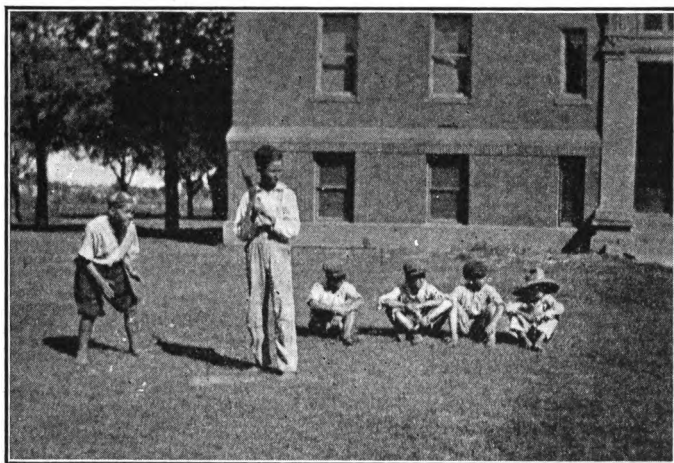
Note: In any of the above games, if a team has one child less than the other teams, you may let one boy run first and then go to the rear of this line and run as the last one also.

ATHLETICS

In addition to the games which are played throughout the day, every school should have a system of athletics. Boys and girls like to belong to a team, to play for some reward, if it be nothing more than the name "Championship." This system will teach the children to play the game according to the rules, to be fair and courteous to the opponents, and to set aside individual desires for the good of the team. It will do more. It will eliminate the quarrels and time wasted in getting a game started at recess; it will prevent disputes over little incidents of the

game, it will get more children in action, it will teach them self-control and self-government.

In many schools, one or more teachers must patrol the yard to prevent or adjust numerous difficulties that arise. With everyone engaged in organized athletic games, there is no need for this school yard duty. The athletics not only take care of school yard discipline but react favorably



BASEBALL

on the discipline in the school room. And if you follow the children home, you will still find the influence in evidence.

The first thing to do in starting this system is to select captains for as many teams as the school can furnish. For example, take baseball. If you have enough boys for four teams, pick four good leaders and let them choose from the large boys enough for the teams. In order to make the

teams of equal strength, get the captains together and let them in turn choose one boy at a time. Then make a schedule for those teams. A versus B at Monday morning recess; C versus D at noon recess; A versus C at afternoon recess; B versus D at Tuesday morning recess, etc., until they have played a week, or a certain number of games as you may choose. Then repeat the schedule; each team trying to wrest the title from the champions in the second series. For each game, provide an umpire from one of the teams not engaged in that game. Sometimes there are boys who are not physically able to play, but who can umpire efficiently.

Organize the smaller boys in this same manner in one or more groups, depending on how many there are.

Girls may be organized also for baseball, basketball, and volley ball.

Soccer ball is an excellent game for the boys during cold weather.

In the spring, track events may be used also. Organize teams and have little track meets every week or two.

In all these games, the children are the officials. In case of disputes over rules, they must accept the umpire's decision. But they may appeal to you after the game. If you start them in by putting the umpire completely in charge, the system will work almost automatically. The only attention you need give is to see that all games are in progress, to arrange schedules, and to appoint officials and give some notice to the champion teams.

The twelve-inch play ground ball is the best ball for all children's baseball games. Because it is soft, it requires

no equipment but a bat. A small area is sufficient for each game, thus affording room for several ball diamonds.

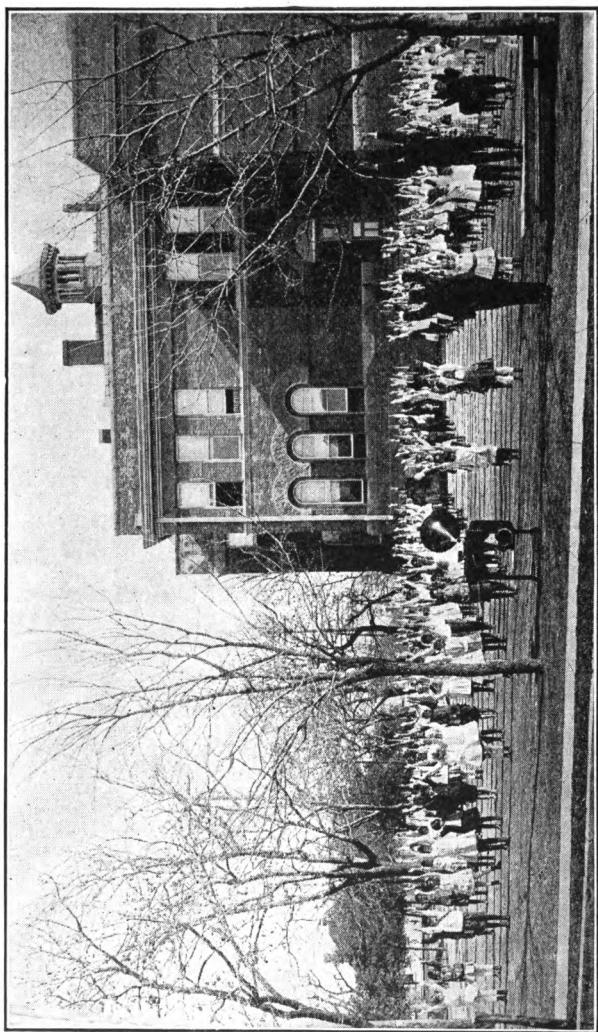
Match games with other schools are also of value. For such games, there should be a first team and a second team to practice with. Sportsmanship should be emphasized above all else.

Such athletics, with its self-government, high ideals, efficient use of time and space, and healthful fun, will develop good citizens more surely than abstract talks on patriotism and civic duty.

Rhythmic Exercises

Doing the exercises with music is a simple way to get big results. The children often prefer it to games. It is an excellent way to develop that sense of rhythm, lacking in so many children. Incidentally, it also teaches children to appreciate music more, after they begin to understand more about "tempo." Some children have a tendency to lag behind, others, to crowd ahead of the count. With the music, both of these faults are overcome, and the class, and the whole school, learns to act as a unit. The rhythmic exercises fit in nicely with a school program, whether indoors or outdoors.

The music may be supplied by a piano or phonograph; the nature of the exercises will depend upon the nature of the music being used. Most schools now have a phonograph, and some marches, and perhaps a few waltzes. The teacher can soon select a few exercises with which the class is familiar, and arrange them in a series to go with a



ENTIRE SCHOOL IN RHYTHMIC EXERCISE

certain record. For the slower exercises, waltzes are best, though often marches may be used by counting half time.

After the class is familiar with the set, they should go right through the whole set without any commands or pauses.

The following set of exercises was made out to go with a special record. While the record is not made especially for this purpose, it serves just as well. The record is a Victor record, "Rhythm Medley Number 2." Any number of exercises may be arranged to go with this and the one on the other side of the record.

EXERCISE WITH VICTOR RECORD

Rhythm Medley No. 2.

Introduction 2 Measures
 First Measure Attention
 Second Measure Hands on shoulders

FIRST PART

- A. Right hand sideward and back to position.. 8 counts
 Left hand sideward and back to position... 8 counts
 Right and left hands sideward and back to
 position alternately 8 counts
 Right and left hands sideward and back to
 position together 8 counts
 (On last count come to "*Arms Athrust*"
 position and continue.)
- B. Thrusting arms forward and back to position. 8 counts
 Thrusting arms upward and back to position. 8 counts
 Thrusting arms sideward and back to posi-
 tion 8 counts

Thrusting arms downward and back to posi-

tion 8 counts

Pause: *Arms at side.*

SECOND PART

A. Raising arms sideward, upward, sideward
and to position.....16 counts

B. Raising arms forward, upward, forward and
to position16 counts

Pause: *Hands on hips.*

THIRD PART

A. Running in place—on toes.....32 counts

B. Feet springing apart and together.....16 counts

Pause: *Arms sideward, palms down.*

FOURTH PART

A. Body bending to right, up, left, up..... 8 counts

Body twisting to right, front, left, front.... 8 counts

(Finish last count with *hands on hips* and
continue.)

B. Arms sideward, circle over head, sideward, on
hips, combined with: Point step back-
ward right, bend knees, straighten knees,
foot in place..... 8 counts

Pause: *Hands on hips.*

FIFTH PART

A. and B. Sidestep left (2 steps to left)..... 4 counts

Forward march (3 steps and halt)... 4 counts

Sidestep right (2 steps to right).... 4 counts

Backward march (3 steps and halt).. 4 counts

(Repeat three times.)

Pause: *Hands at side.*

SIXTH PART

A. and B. *Close ranks and single file march.* (Begin single file after 8 counts.)

Suggestions for use of exercises with rhythm medley No. 2.

1. Each part of the medley consists of eight measures, which are repeated. These are indicated by the letters:

A. For first 8 measures

B. For repeated 8 measures

2. There are a certain number of counts for each exercise. Use one count for each movement. Thus, some exercises will be done twice, some four times, etc.; till the required number of counts are used.
3. If you teach children to observe closely the music, they will not need to think so much about the count.
4. The pauses separating each part give time to assume the position for the next exercise, as indicated in the directions.
5. Watch the form: see that bodies are erect, correctly balanced, and that all movements are correctly done and in perfect rhythm.
6. At first, teach the exercises without music till class can go through the set fairly well without prompting.

Using a model student in front of the class for a while will help, but do not continue this long.

7. Train class to start promptly together on each exercise.

FIRE DRILLS

At a convention of fire chiefs in one of our large cities, an insurance official exhibited a number of photographs of

buildings that had been destroyed by fire. Each building had been declared by the builders to be fireproof. There are many school buildings built of brick, with concrete floors, fire escapes, numerous doors, etc., that apparently are safe from fire casualties. But a little smoke may issue from the furnace room, or a careless janitor allow a bit of paper or dust cloth to catch fire in the basement. There may be no possible danger of fire; but the smoke, quickly carried through the halls, may easily start a panic. Recall the disastrous fires in public buildings, and you will note that most of the injuries were due to the panic.

And what of the many buildings that are not built of brick, or that do not have ample stairways and exits? Every school should have a definite system for emptying the building, one that will be heartily approved by fire inspectors. The children who are accustomed to pass out of their building without any commotion, will display the same good judgment in the face of a panic in public life.

Physical Training should train children to act in an emergency with the same precision and good order with which they execute any marching command. It requires but little time to organize and practice the fire drills, and the feeling of security and the good organization of the school are the rewards for the effort.

Every building should have a distinctive signal to be given only for the fire drill or in case of fire. A gong of sufficient size to be heard easily in all parts of the building, with a strong cord for ringing it, extended long enough so that children can reach it, is very good. Every teacher and child should know how to ring it; but under

no consideration should any one touch it without the permission of the principal, except in case of fire.

Every person in the building should know how to notify the fire department in case of fire. He should also know the location of fire plugs or hydrants that would be used by the fire department. This information will be gladly furnished by the fire department. It is doubtful if it is advisable though to instruct all the children how to operate the fire boxes on the street corners. There is the temptation to try out the information, when there is no one around.

The signal for the fire drill should be several strokes of the gong. But no particular number of strokes, nor a certain rapidity of strokes should be used. The ringing of the gong in any manner should be the signal; even one stroke should be sufficient.

When the gong rings, every child should instantly come to the position of attention, whether seated or standing. The teacher should immediately give the usual command to march out of the room, just as she would at recess. No hats, books, lunches, etc., are taken. As nearly as possible, the children should pass out exactly as they do at recess, except that instead of lining up at the exits, they continue to march away from the building. The purpose of this is that by going out in the same manner, there is little chance for confusion. Remember that there is no need to hurry. If there is any danger at all, it is in hurrying to get out. If it is the custom to have music when the school marches out at recess, then let the teacher or child who

plays get to the instrument as soon as possible, and play till all are out of the building. No one should wait for the music before starting, but should keep step when it does begin. The teacher should remain in the room till every child is out, and follow her class to its place on the yard or sidewalk. The principal should not leave the building till she knows that every teacher is out. The person playing the music should go with the principal, and thus be ready to return first to play for the marching back into the building.

The first two children to reach each door should open them and hold them open till all have passed out, then join their classes at once. Before showing the classes where to go during the drill, find out from the fire chief where the fire department will be located in case of fire. Then have the children march to the corners of the grounds away from these places. The children should not get outside the sidewalks. They may be lined up in several rows along the sidewalk. Or, if the yard is very large, they may march to the edge of it. The idea is to get them away from the building.

When all are at their places, a signal should be given for them to "about face" and return to the building. The teachers should be instructed that in case of a fire they should march on the sidewalk beyond the school yard. The classes should be kept together; those who can go home without crossing a street that would be used by the fire department, could be dismissed, the others kept in place till the principal should dismiss them.

Three DONT'S should be impressed on the children :

Don't run.

Don't talk.

Don't touch anyone.

The reasons for these are obvious, and though the children should not do any of these things at any time while marching, it is especially important that the marching for the drills should be done in perfect order.

If a teacher is out of her room when the fire signal is given, the class should pass out in good order just as if the teacher were there to give the command. The last child out should go to the principal and report that the teacher is out. The principal can then go to that room to see that everyone is out.

After the fire drill has been fully explained to all the school, a drill should be given, during which any changes may be noted as necessary and any instructions given during the drill. Then try it again with out any interruption. During the first week or two the fire gong may be sounded at recess time. Then after all are in place, the school may be dismissed for recess instead of returning into the building. This will save considerable time, and thus give more frequent drills. Fire drills should be given at least twice a month at irregular intervals. A good plan would be for a teacher to be responsible each month for giving the signals. In this way the principal gets the practice also.

Many schools make it a practice to time the children in getting out, trying to lower their records each time. It would seem that a better plan would be to place the

emphasis on getting out in good order. Commenting among the rooms on the degree of good order that prevails during each drill would direct the attention of everyone to this feature, which is the aim of the drills. The entire school can pass out in a surprisingly short time anyhow, and it is the good order that develops the children and impresses the insurance inspectors.

In connection with the fire drills, short talks should be given by teachers, the principal, and others versed in the subject, on fire prevention. There is always a fund of material on this subject, that can be put into simple language for all children. These talks should be given throughout the year, rather than just on Fire Prevention Day.

Well organized fire drills not only are a material good to the community, but they tend to educate the public in this regard, as the school's influence reaches into most of the homes.

DUE 4 Mar '48

DUE 29 Mar '49

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